

Overview of Personal Narrative Grade 6			
Lesson	Stage	Student Action	Time Frame
Pre-Assessment	Administer Pre Assessment to Students and Score with End of Unit Scales	Develops a personal narrative. Teacher uses pre-assessment to help guide instruction.	1 day
1	Prewriting	Generate ideas for personal narratives. (Person or place and experience)	1 day
2	Prewriting	Generate ideas for personal narratives. (Turning Points)	1 day
3	Prewriting	Generate ideas for personal narratives. (Adding Emotion with People/Place/Turning Point)	1 day
4	Immersion/Drafting	Examine student samples to understand narrative structure. Plan and organize their thoughts on a plot diagram.	2 days
5	Drafting	Crafting a lead	2 days
6	Drafting	Drafting the story-- snapshots	2-3 days
7	Drafting	Drafting the story-- thoughtshots	2-3 days
8	Drafting	Craft the ending	2 days
9	Revising	Revise to add dialogue	2-3 days
10	Revising	Revise to add transition words.	2 days
11	Revising/Editing	Revise draft using the editing checklist	2 days
Post-Assessment	Administer Post Assessment to Students and Score with End of Unit Scales.	Develops a personal narrative. Teacher uses post-assessment to determine growth or offer corrective feedback as a follow up.	1 day

6th Grade Pre/Post-Assessment	
<p>Concept: Writers are tested on previous knowledge and gained knowledge to determine instructional flow, extensions, and corrective areas for teacher to focus on during this unit.</p>	
<p>Student Action: Create a personal narrative which meets the Michigan Core State Standards for 5th grade.</p>	
Pre-Corrections:	<ul style="list-style-type: none"> • Students should be placed in their regular writing seats for this activity. • This is a one hour session and students should have something to do when they complete this activity as they will finish at different times. • This is a testing scenario so please do not assist students in a manner which will skew the results of their writing.
Materials	<ul style="list-style-type: none"> • Loose leaf paper and pencil • Teacher will need scoring scale from end of unit
<p>I Do It (15 minutes) <i>Connection</i> <i>Teach</i></p>	<ul style="list-style-type: none"> • Write the following statement on the board: <i>“There are often people in our lives who are really important to us. Write about a time you spent with a person who was really important to you. Tell the story of that time.”</i> • Read the statement to the students aloud. Ask students to turn and talk with a partner about someone who is important to them and a time they shared. • Share out with the class as a whole group. Create a class poster with ideas listed. This may remain up for the duration of the testing period and can be reposted for the post assessment. Remind students that they should opt to use their own ideas but this will give them some ideas of what might work. • Explain to students: <i>“Today you will write a story of time in your life that you remember clearly. You will have 45 minutes to write this personal narrative and please remember to use everything we have been learning about clear writing.”</i>
<p>We Do It/You Do It (45 minutes)</p>	<ul style="list-style-type: none"> • Students work to write independently.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect papers and score using scoring scales at the back of this Unit.

NOTE: Please check with district leadership to determine which pre and post assessments are required.

6th Grade Personal Narrative	
Lesson 1	
Concept: Writers prewrite by using a writer's notebook to generate ideas and experiment with notebook entries.	
Student Action: Writers generate ideas for personal narratives by thinking about a person or place that matters to them and a small moment experience related to that person or place.	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • Elements of a personal narrative should already have been discussed in the immersion phase. If not, you will need to do this. • Students should already have a writing notebook prepared. They will need a notebook or loose-leaf paper in a folder for this lesson. • Already have writing partnerships arranged. • A routine of expectations for classroom should already be set. Prepare students to begin mini-lesson by going over the expectations and sitting them next to their writing partners. • If students are struggling with ideas, ask them to focus on school experiences (field trips, fun activities from their school experiences). • If students are advanced writers, be prepared to let them move ahead and begin writing about their ideas.
Materials	<ul style="list-style-type: none"> • Pre-chosen topics to model in front of students (see chart below) • Idea for class example in your mind (you will need to create one with kids) • Anchor chart with elements of a personal narrative (see attached)
I Do It (12-15 minutes) <i>Connection</i> <i>Teach</i>	<ul style="list-style-type: none"> • Explicitly define what a personal narrative is. A personal narrative is a true story of something that happened to you. Review the elements of a personal narrative on an anchor chart. Explain to students that over the next 4 weeks they will be learning to write personal narrative stories. • <u>Elements of Personal Narrative</u> <ol style="list-style-type: none"> 1. <i>A nonfiction text that recreates an experience from an author's life</i> 2. <i>Usually has a strong point of view</i> 3. <i>Communicates a distinct mood or overall feeling</i> 4. <i>Most personal narratives are about important moments or places</i> 5. <i>Writers use sensory details—what they saw, heard, touched, smelled, and tasted</i> 6. <i>Writers use important events, characters, and dialogue</i> 7. <i>Focuses on one particular event in the author's life—a clear small moment</i> • Write a person who matters or a place that matters on the board. Explain to students that today they will be generating ideas to help get their brains ready for developing a personal narrative. By generating ideas we are spending time thinking about what experiences we have had that may be interesting to write about. • Explain that we will include a clear, small moment that mattered to you (with that person or that place). A small moment should be something we can remember with crystal clarity. • Demonstrate step-by-step the strategy for generating an idea for a story by

creating your own list in front of them. Make sure to include the small moment concept in your modeling.

Example:

A Person/Place That Matters		
Person or Place	Clear Small Moments That Matter to You	Strong Emotion
My son Sam	Our first swim in the pool on vacation	
The forest/woods behind my house when I was growing up	Playing with my neighborhood friend Stephanie when she broke her leg falling out of a tree.	
teacher/student (self)	Students walked into classroom on the first day of school. The first hour.	

- Remind them: A small moment is one particular part of an experience. It narrows down your viewpoint. A good concept to remind students of is seed vs. watermelon (Lucy Calkins). The watermelon is the whole broad/big topic, the seed is the small moment story within.
- **Think Aloud: I am going to list myself (from a teacher point of view) and focus on the moment that students walked into my classroom on the first day of school. I remember how nervous I was, and how my stomach felt like it had butterflies in it. I remember exactly what specific students were wearing and how many of you looked at me with a bit of nervousness in your eyes.**
- After completing the example, offer a non-example.

Non-Example:

A Person/Place That Matters		
Person/Place	Clear Small Moments That Matter to You	Strong Emotion
My son Sam	Going to Florida for our first Spring Break	
The forest/woods behind my house when I was growing up	Playing every day with my friends in the woods	
Teacher/Student	First day of school	

- Explain that the clear small moments in the non-example are too broad and would be too much to write about at once.
- The non-examples would make better books with chapters.
- When we write too broadly (about too much) it is difficult to describe with clear details and our writing can become like a list.

<p>We Do It (10 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Ask students to think about a person or place that matters to them and the clear small moment they experienced—Write it down. • Ask students to turn and talk with a partner about what they wrote down. • Ask students to write down his/her partner’s ideas. <i>This is an explicit instruction technique to keep students on task during share. They write their partners ideas in order to keep each other accountable.</i> • Circulate and write down 2-3 examples you hear being talked about. • Share out the few ideas you recorded as you circulated through the room. Example: <i>Teacher says, “As I was moving around the room Sarah shared that she was going to write about getting a pedicure with her grandmother. I also heard that Josh was going to write about his football coach and the first game when he scored a touchdown for his team.”</i>
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them
<p>You Do It (20 minutes) <i>Link</i></p>	<ul style="list-style-type: none"> • Students create a t-chart (like above) in their notebooks. • Students develop a minimum of three examples of people or places and clear small moments that matter. • Teacher circulates to give support as needed.
<p>After the Workshop Share (5 minutes)</p>	<ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect the t-chart and evaluate whether students identified people or places and clear small moments which mattered to them.

Elements of Personal Narrative Anchor Chart

- A nonfiction text that recreates an experience from an author's life
- Usually has a strong point of view
- Communicates a distinct mood or overall feeling
- Most personal narratives are about important moments or places
- Writers use sensory details—what they saw, heard, touched, smelled, and tasted
- Writers use important events, characters, and dialogue
- Focuses on one particular event in the author's life—a clear small moment

6 th Grade Personal Narrative	
Lesson 2	
<p>Concept: Writers prewrite by using a writer’s notebook to generate more specific ideas and experiment with notebook entries.</p>	
<p>Student Action: Writers generate ideas for personal narratives by thinking about a turning point in their lives.</p>	
<p>Pre-Corrections:</p>	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • Students should already have a writing notebook prepared. They will need a notebook or loose-leaf paper in a folder for this lesson. • Already have writing partnerships arranged. • A routine of expectations for classroom should already be set. Prepare students to begin mini-lesson by going over the expectations and sitting them next to their writing partners. • If students are struggling with ideas, ask them to focus on school experiences (field trips, fun activities from their school experiences). • If students are advanced writers, be prepared to let them move ahead and begin writing about their ideas.
<p>Materials</p>	<ul style="list-style-type: none"> • Pre-chosen topics to model in front of students (see chart below)
<p>I Do It (10-12 minutes) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Remind students of the explicit definition of a personal narrative. A personal narrative is a true story of something that happened to you. Remind them that over the next 4 weeks they will be learning to write personal narrative stories. • Write turning points on the board. Explain to students that today they will be generating additional ideas to help get their brains ready for developing a personal narrative. By generating more ideas we are spending time thinking about what additional experiences we have had that may be interesting to write about. • Explain that a turning point is a time in life when you feel like you have learned something really important. Often it can be the first or last time you did something. If a writer thinks about a time he or she learned something or a time of change, this is apt to produce a powerful story. • Explain that we will include a clear, small moment that mattered to you (related to that turning point). A small moment should be something we can remember with crystal clarity. • Demonstrate step-by-step the strategy for generating an idea for a story by creating your own list of turning points in front of them. Make sure to include the small moment concept in your modeling.

	<p>Example:</p> <table border="1" data-bbox="492 239 1430 709"> <thead> <tr> <th colspan="3">Turning Points</th> </tr> <tr> <th>Turning Points</th> <th>Clear Small Moments That Matter to You</th> <th>Strong Emotion</th> </tr> </thead> <tbody> <tr> <td>Meeting my little sister for the first time at the hospital</td> <td>I remember the very moment I first looked into her eyes.</td> <td></td> </tr> <tr> <td>Earning a black belt in karate</td> <td>The test to earn the black belt was really intense and I had to complete several tasks in front of an audience.</td> <td></td> </tr> <tr> <td>PUT CLASS CREATED EXAMPLE HERE</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Remind them: A small moment is one particular part of an experience. It narrows down your viewpoint. • Think Aloud: <i>I am going to list the first time I went to the hospital to meet my little sister. I was so scared and confused because I felt a little jealous. I wasn't sure I wanted to have to share my mom with someone else. Once I looked into her little blue eyes I melted. She smelled so sweet like baby lotion and her tiny fingers would grab onto my finger.</i> • After completing the example, offer the non-example: <p>Non-Example:</p> <table border="1" data-bbox="492 1106 1430 1407"> <thead> <tr> <th colspan="3">Turning Points</th> </tr> <tr> <th>Turning Points</th> <th>Clear Small Moments That Matter to You</th> <th>Strong Emotion</th> </tr> </thead> <tbody> <tr> <td>Meeting my little sister for the first time at the hospital</td> <td>The day building up to when she was born and the day she came home</td> <td></td> </tr> <tr> <td>Earning a black belt in karate</td> <td>Learning karate</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Explain that the clear small moments in the non-example are too broad and would be too much to write about at once. • The non-examples would make better books with chapters. • When we write too broadly (about too much) it is difficult to describe with clear details and our writing becomes like a list. 	Turning Points			Turning Points	Clear Small Moments That Matter to You	Strong Emotion	Meeting my little sister for the first time at the hospital	I remember the very moment I first looked into her eyes.		Earning a black belt in karate	The test to earn the black belt was really intense and I had to complete several tasks in front of an audience.		PUT CLASS CREATED EXAMPLE HERE			Turning Points			Turning Points	Clear Small Moments That Matter to You	Strong Emotion	Meeting my little sister for the first time at the hospital	The day building up to when she was born and the day she came home		Earning a black belt in karate	Learning karate	
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<p>We Do It (10 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Ask students to think about a turning point that matters to them and the clear small moment that goes along with it—Write it down. • Ask students to turn and talk with a partner about what they wrote down. • Ask students to write down his/her partner's ideas. • Circulate and write down 2-3 examples you hear being discussed. • Share out the few ideas you recorded as you circulated through the room. Example: <i>Teacher says, "As I was moving around the room I heard Jasmine shared that she was going to write about the day she brought her puppy"</i> 																											

	<p><i>home. I also heard that Eli was going to write about his solo on stage singing for the first time.”</i></p>
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them
<p>You Do It (20 minutes) <i>Link</i></p>	<ul style="list-style-type: none"> • Students create a chart (like above) in their notebooks. • Students develop a minimum of two examples of turning points and clear small moments that matter. • Teacher circulates to give support as needed.
<p>After the Workshop Share (5 minutes)</p>	<ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect the t-chart and evaluate whether students identified turning points and clear small moments which mattered to them.

6 th Grade Personal Narrative														
Lesson 3														
<p>Concept: Writers prewrite by using a writer’s notebook to generate ideas and experiment with notebook entries.</p>														
<p>Student Action: Writers generate ideas for personal narratives by identifying a strong emotion to match people, place, or turning point experiences.</p>														
<p>Pre-Corrections:</p>	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • If you have not already taught about emotions you will need to spend some time discussing different emotions and what they mean (see attached chart). • Thesaurus resource could be useful if you have taught how to use this. • Person/Place/Turning Points Chart from previous two days needs to be completed. • The third example on the chart is not filled out because it is part of the “we do” portion of this lesson. 													
<p>Materials</p>	<ul style="list-style-type: none"> • Pre-chosen emotions to match your previous examples. Be prepared to model in front of students (see chart below). • Word List (attached) 													
<p>I Do It (10-12 minutes) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Review the charts from the previous two lessons with students. Explain that today we will be adding a strong emotion to each of the identified people/places/turning points. • Explain that it is easier to write well if we are writing about a small moment that has strong emotion tied to it. Strong emotion can help us to visualize the person/event/place and clearly describe it with our senses. • Add to the third column title “Strong Emotion” to each of the charts from previous lessons (see below). • Demonstrate step-by-step the strategy for adding a strong emotion to each of the charted ideas. Think Aloud, modeling the “Mind-Movie Strategy.” Make sure to refer only to the emotions which tie to the small moment. Use the chart following this lesson to show how to make a general emotion much more descriptive by using the Emotions/Feelings word list for ideas. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">A Person/Place Who Matters</th> </tr> <tr> <th style="width: 33%;">Person/Place</th> <th style="width: 33%;">Clear Small Moments That Matter to You</th> <th style="width: 33%;">Strong Emotion</th> </tr> </thead> <tbody> <tr> <td>The forest/woods behind my house when I was growing up</td> <td>Playing with my neighborhood friend Stephanie when she broke her leg falling out of a tree.</td> <td>Fear, panic, shaking and queasy stomach, screaming with adrenaline, worry</td> </tr> <tr> <td>PUT THE CLASS CREATED EXAMPLE HERE</td> <td></td> <td></td> </tr> </tbody> </table>		A Person/Place Who Matters			Person/Place	Clear Small Moments That Matter to You	Strong Emotion	The forest/woods behind my house when I was growing up	Playing with my neighborhood friend Stephanie when she broke her leg falling out of a tree.	Fear, panic, shaking and queasy stomach, screaming with adrenaline, worry	PUT THE CLASS CREATED EXAMPLE HERE		
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PUT THE CLASS CREATED EXAMPLE HERE														

Turning Points		
Turning Points	Clear Small Moments That Matter to You	Strong Emotion
Meeting my little sister for the first time at the hospital	I remember the very moment I first looked into her eyes.	Heart pounding quickly, my heart melted, caring, protective
PUT THE CLASS CREATED EXAMPLE HERE		

- Remind them: A small moment is one particular part of an experience. It narrows down your viewpoint. The emotion you record should match specifically to that clear small moment.
- **Think Aloud:** *I am going to use the mind movie strategy to try to remember emotions for each of these people/places/turning points I have listed. I am going to think about which emotions are connected to my time with meeting my little sister for the first time (close your eyes and think aloud as you replay the event aloud, stop frequently and add emotion for specific portions of the mind movie). I am using the make a mind movie strategy because it helps me to remember more clearly. By replaying the event like a movie, I can remember things I might have otherwise forgotten. Once I have a general emotion in my mind, I can refer to this list to help me find a word that is really descriptive of my emotion.*
- After completing the example, offer the non-example:

Non-Example:

A Person Who Matters		
Person/Place/Turning Point	Clear Small Moments That Matter to You	Strong Emotion
The forest/woods behind my house when I was growing up	Playing with my neighborhood friend Stephanie when she broke her leg falling out of a tree.	scared
Meeting my little sister for the first time at the hospital	I remember the very moment I first looked into her eyes.	excited

- Explain that the strong emotions in the non-example are too broad and make for boring writing. The more descriptive you can get with emotion, the better picture you create for readers.

<p>We Do It (10 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Have students use the class example from the t-charts they have created and complete the sentence starter below 1. When I _____ I felt _____ because _____. 2. Example: When I met my little sister for the first time I felt protective because she was so little and helpless. • Have students turn and talk with a partner using the sentence starter language you have provided. Ask them to practice the mind-movie strategy (closing their eyes and placing themselves back in the moment). • Circulate and write down 2-3 examples you hear being discussed. • Share out the few ideas you recorded as you circulated through the room. • Example: <i>Teacher says, "As I was moving around the room I heard Sonya share that... I heard Thomas say that..."</i> • Record the strong emotions you share with the class on the chart.
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them
<p>You Do It (20 minutes) <i>Link</i></p>	<ul style="list-style-type: none"> • Students add to the charts (like above) in their notebooks. • Students develop a minimum of three examples of emotions to enhance their people/places/turning points from previous two lessons. • Students will place a star/circle/etc. next to the topic that they would like to write about. Encourage students to choose the topic which they have identified emotion with. • Teacher circulates to give support as needed.
<p>After the Workshop Share (5 minutes)</p>	<ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect the chart and evaluate whether students identified strong emotions or not.

Strategies for Generating a Personal Narrative

- **Think of a person who matters to you, then list clear, small moments you remember with that person. (lesson 1)**
- **Think of a place that matters to you, then list clear, small moments that occurred in that place. (lesson 1)**
- **Think of a turning point in your life, then list clear, small moments that occurred related to that turning point. (lesson 2)**
- **Identify a strong emotion which describes your feelings. (lesson 3)**
- **Choose a topic which has the strongest emotions tied to it. (lesson 3)**

6th Grade Personal Narrative	
Lesson 4 (2 days)	
<p>Concept: Writers begin to draft by examining strong student samples in order to deeply understand narrative structure.</p>	
<p>Student Action: Writers learn how to plan and organize their thoughts by recording them onto a plot diagram.</p>	
Pre-Corrections:	<ul style="list-style-type: none"> ● Remember Example—Non Example—Example (always end with what you want them to do). ● If a plot-diagram is too complex for a struggling student, you may opt to use the Story Frame instead (attached) ● Review components of a personal narrative <ol style="list-style-type: none"> 1. <i>A nonfiction text that recreates an experience from an author’s life</i> 2. <i>Usually has a strong point of view</i> 3. <i>Communicates a distinct mood or overall feeling</i> 4. <i>Most personal narratives are about important moments or places</i> 5. <i>Writers use sensory details—what they saw, heard, touched, smelled, and tasted</i> 6. <i>Writers use important events, characters, and dialogue</i> 7. <i>Focuses on one particular event in the author’s life—a clear small moment</i>
Materials	<ul style="list-style-type: none"> ● Narrative Samples (see attached) ● Plot diagram completed (see attached) ● Blank plot diagram (see attached) ● Story Frame (see attached) for struggling students only
<p>I Do It (12-15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> ● Read through the student sample provided. Facilitate conversation around the craft of the narrative (ex: What do you like about this writing? What do you think is done well? Can you tell what the small moment is? What sensory details can you identify?) ● Introduce the completed plot diagram. Point out that a plot diagram is a tool which can be used to plan and draft a narrative. Explain the important points identified on the plot diagram. Draw connections between the plot diagram and how it can be helpful in planning a well-written narrative. <p>Example</p> <ul style="list-style-type: none"> ● completed plot diagram (attached) ● typed personal narrative (attached) <p>Non-Example</p> <ul style="list-style-type: none"> ● use non-example attached to show students what can happen if you do not plan out your narrative
<p>We Do It (15 minutes) (DAY 1) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> ● Guided Practice—Using the class created example topic (from previous lessons) and map out your plot diagram step by step together. ● Before recording each idea, give students 1-2 minutes to discuss with a partner on which events will be recorded next. By completing this activity together, and yet allowing for some think time for students to process, you will be able to give instructional feedback and hopefully clarify confusion. ● Model how you draft the plot diagram by thinking aloud in front of students.

Mid-Workshop Teaching Point (3-5 minutes)	<ul style="list-style-type: none">• Notice common errors students are making and teach to them
You Do It (40 minutes) (DAY 2) <i>Link</i>	<ul style="list-style-type: none">• Review plot-diagram from yesterday's example.• Students plan their own story with plot diagram.• Teacher circulates.
After the Workshop Share (5 minutes)	<ul style="list-style-type: none">• Review the day's teaching point• Highlight a student's work that is in line with focus for the day (or have the student do it)• Have students partner up to share
Assessment Check Point	<ul style="list-style-type: none">• Collect the plot diagram and evaluate whether students have a well drafted plan for their personal narrative.

Climbing the Snow King—Personal Narrative Example

Author: Sam

My parents have always taught me to give it my all. They have told me over and over that I can do anything I put my mind to, even if it scares me a little. I knew what I was about to do was going to take some perseverance...but I was ready.

Slap! I shut my book as Mom called to me. “Ready to hike?” she asked.

“Absolutely!” I nodded and replied.

It was a sunny August morning in Jackson, Wyoming. We were on a family vacation. Even though I had been there three times, I had been eager to return. Last summer, Mom, Dad, and I hiked up a mountain named Snow King. It is used for skiing in the winter. I loved the challenge of the hike so much that we decided to do it again. I wanted today’s hike to be as much fun as last year’s. I hoped it would be even more fun because my grandparents were hiking with us this time.

We walked out of our hotel and onto a street. It was fairly long walk, but soon enough we were at the base of the towering mountain. Horses trekked up a winding, steep path. Their riders bounced around as the horses jogged. Their tails swished back and forth, swatting at flies that were buzzing in the tall mountain grass. It seemed kind of mean but I was secretly

hoping the flies would get filled up with horse blood. I shivered at the idea of bites all over my legs and arms. That is one thing I could definitely do without on this hike.

The walking trail was beside the horse trail. I pointed to a steep shortcut on the trail while I raced toward it yelling, "Let's go!"

I had to take big, running strides to climb the trail. After a while I was breathing quickly and needed to stop. The sun was intense. I was afraid that if climbing this part of the trail was so difficult, we wouldn't be able to make it to the top.

When my grandmother reached the shortcut, she told us that going onward would be too hard for her. She said she'd meet us at the top by riding the ski lift instead. My grandfather said he would tough it out with us. We moved up the steep trail.

It was so hot that we had to rest frequently in the shade. People would jog by us and we marveled at their energy. We often had to grab rocks on the steepest inclines just to keep from slipping back.

The sights along the way made it totally worthwhile. We passed a graveyard in a steep decline right next to the trail and joked, "That's where people who die hiking the trail are buried." I noticed workers on the mountainside putting their

supplies in a shed bearing a warning sign: “Explosives! Stay out!”

My favorite sight was the wildflowers. They bloomed abundantly all over the mountain in vivid patches of orange and blue. They brought an oasis of color to the drab mountainside. The scent of sweetness filled the mountain air. I breathed in deeply...enjoying every moment. I thought about all the wonderful things I had to look forward to in the next couple of days...I just love vacation.

Suddenly we came to a fork in the road. “Which way should we go now?” we wondered. Two ladies who lived in Jackson told us that a shortcut was to the right. Tired and hot we took their advice. The shortcut trail seemed more like a “longcut.” We zigzagged up the mountain. There were so many switchbacks that it was almost dizzying. Plus, the trail was very narrow. We could walk only single file, in a line, not side by side. The sun continued to beat down on us without mercy. Still, we continued on. Soon we were rewarded with a stretch of trail where we were surrounded by different grasses and wildflowers. Then we came to a place under the ski lift where the ground slanted sharply. “Stay on the trail!” a sign commanded. We didn’t need to be warned. One misstep and you could go rolling along way down.

July 2015

W.06.03, W.06.04, W.06.05, W.06.06, W.06.08, W.06.10, L.06.02, L.06.03, L.06.06

Finally we could see the top of the mountain. We ran up a steep trail. An hour and a half after we had started we crossed a finish line of flowers and bugs. We were so happy! We are from flatland Michigan. We had just climbed 7,808 feet high.

My grandmother rode up the ski lift as she had planned. We took pictures and stared at the beautiful view below. After that, we rode down the ski lift together.

It would have been quicker and easier to simply ride up the ski lift. But I have long lasting memories because my family and I hiked up the Snow King together. We would have missed out on so much if we rode up the mountain: the flowers we smelled, the pictures we took, and the laughs we shared. It makes me realize that when you get out in nature to a special place you can make memories for a lifetime.

Florida—Non-Example Personal Narrative

Author: Tyler

In Florida at the hotel I got my bathing suit on and ran downstairs to the pool. In the pool there is a waterfall and my mom took lots of pictures. We were sitting on the edge of the step under the waterfall.

“Is that enough pictures?” I ask. I went on the big waterslide and the first time I said, “Ouch!”

“There is a lot of gaps in between the pieces of the water slide.” I said.

The water slide leads into the lazy river. Then we all got goggles and my sister Tara got a big tube so she can go down the lazy river.

“Thanks dad.” We all said.

Then we played volleyball and my mom lost her toe ring but we found it. I miss Florida. I wish we could go back again. The End.

Strategies for Generating a Personal Narrative

- **Think of a person who matters to you, then list clear, small moments you remember with that person. (lesson 1)**
- **Think of a place that matters to you, then list clear, small moments that occurred in that place. (lesson 1)**
- **Think of a turning point in your life, then list clear, small moments that occurred related to that turning point. (lesson 2)**
- **Identify a strong emotion which describes your feelings. (lesson 3)**
- **Create a mind movie to help you recapture the details of the event. (lesson 3)**
- **Choose a topic which has the strongest emotions tied to it. (lesson 3)**
- **Use a plot diagram to help you plan and organize your story. (lesson 4)**

6th Grade Personal Narrative	
Lesson 5 (2 days)	
Concept: Writers draft their personal narrative by crafting leads.	
Student Action: Writers craft a lead for their personal narrative (as defined on the plot diagram).	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • Teacher will be creating the model lead based on the plot-diagram (class example) which was created as a class. Make sure to have copies or a projected copy available for all of the students.
Materials	<ul style="list-style-type: none"> • Plot diagram created with the class projected OR copies for each student • Student sample of action or setting leads (see below and attached)
<p>I Do It (15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Review the plot diagram which the class created together in Lesson 4. Explain to students that today they will be using their plot diagrams to continue the drafting process. They are beginning to move from organizing/planning into the writing stage. Explain that they will begin to take the events on the paper and turn it into a personal narrative focusing especially on the beginning of the narrative—called the lead. The lead in the story is so important because it grabs the reader’s attention. • Explain to students that there are several ways to create leads. Authors use many different styles. In sixth grade, writers will be practicing crafting a lead in two ways-- either thoughts or flashback. • In a thoughts lead the author starts with a thought from inside the character (see example below) • In a flashback lead the author takes the reader back to a specific event in the past that relates to the topic • Share examples of both types of leads by reading through them and pointing out the strengths. • Feel free to add additional lead examples from favorite classroom literature <p>Example:</p> <p>From “Climbing the Snow King” A Thoughts Lead: I have always been taught to give it my all. My parents have told me over and over that I can do anything I put my mind to, even if it scares me a little. I knew what I was about to do was going to take some perseverance...but I was ready.</p> <p>From “Climbing the Snow King” A Flashback Lead: The temperature was hot...very hot. Sweat dripped down my forehead and into my eyes. Even though they burned from the salty sweat, I had to fight the urge to close them. My fear of falling down the steep embankments on either side of the narrow mountain path was motivation to keep my eyes open—wide open.</p> <ul style="list-style-type: none"> • Explain to students that leads can start from different points in a story. Refer them to the Plot Diagram and identify where each example lead

	<p>from “Climbing the Snow King” begins.</p> <ul style="list-style-type: none"> • Students work in partnerships. • Using the class example (the one that was done on a plot diagram), have students turn and talk about a thoughts lead. Use a sentence starter to frame this discussion. <ul style="list-style-type: none"> 1. I would start my lead from the _____ of the story. (example: setting, resolution, etc.) • Craft a thoughts lead as a whole group. • Using the class example again, students turn and talk about a flashback lead. • Pairs or whole group craft(s) flashback leads. • Have pairs share with other pairs.
<p>We Do It (15 minutes) (Day 1-2) <i>Active Engagement</i></p>	
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them
<p>You Do It (35 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> • Students draft a thoughts lead for their personal narrative. • Students draft a flashback lead for their personal narrative. • Teacher circulates to give support as needed.
<p>After the Workshop Share (5-10 minutes)</p>	<ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect leads to assess how students are doing.

From “Climbing the Snow King” A Thoughts Lead

I have always been taught to give it my all. My parents have told me over and over that I can do anything I put my mind to, even if it scares me a little. I knew what I was about to do was going to take some perseverance...but I was ready.

From “Climbing the Snow King” A Flashback Lead

The temperature was hot...very hot. Sweat dripped down my forehead and into my eyes. Even though they burned from the salty sweat, I had to fight the urge to close them. My fear of falling down the steep embankments on either side of the narrow mountain path was motivation to keep my eyes open—wide open.

Strategies for Generating a Personal Narrative

- **Think of a person who matters to you, then list clear, small moments you remember with that person. (lesson 1)**
- **Think of a place that matters to you, then list clear, small moments that occurred in that place. (lesson 1)**
- **Think of a turning point in your life, then list clear, small moments that occurred related to that turning point. (lesson 2)**
- **Identify a strong emotion which describes your feelings. (lesson 3)**
- **Create a mind movie to help you recapture the details of the event. (lesson 3)**
- **Choose a topic which has the strongest emotions tied to it. (lesson 3)**
- **Use a plot diagram to help you plan and organize your story. (lesson 4)**
- **Craft a lead using either thoughts or flashback. (lesson 5)**

6th Grade Personal Narrative	
Lesson 6 (2-3 days)	
Concept: Writers draft their personal narrative.	
Student Action: Writers learn how to draft a whole story as it comes to mind including snapshots.	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • Snapshots will need to have been introduced in the immersion unit.
Materials	<ul style="list-style-type: none"> • Plot diagram created with the class projected for everyone to see OR copies for each student • Student sample of “Climbing the Snow King” from previous lesson
<p>I Do It (15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Review the plot diagram which the class created together in Lesson 4. Explain to students that today they will be using their plot diagrams to continue the drafting process. Refer back to the work done yesterday on leads and remind students that leads (introductions) are how we begin. Today we are focusing on continuing that story. • Explain that today students will begin to draft the remainder of their personal narrative. Remind students that learning to write in physical detail is often the process of slowing down our senses and truly observing the world around us. The activity that we are going to do today will help us to dig for details as we write. • Explain that you are going to be using a strategy called “The Magic Camera.” Tell students that writers have a magic camera that they can point at the world and create snapshots that contain sensory details (smells, sounds, colors, light, etc). • Refer to the plot diagram for “Climbing the Snow King” • Using a copy of the personal narrative, point out the examples below and show students how the writer looked at the plot diagram and slowed down in spots where he could really remember the sensory details. <p>Examples:</p> <p>Horses trekked up a winding, steep path. Their riders bounced around as the horses jogged. Their tails swished back and forth, swatting at flies that were buzzing in the tall mountain grass.</p> <p>My favorite sight was the wildflowers. They bloomed abundantly all over the mountain in vivid patches of orange and blue. They brought an oasis of color to the drab mountainside. The scent of sweetness filled the mountain air. I breathed in deeply...enjoying every moment.</p>

<p>We Do It (15 minutes) (Day 1) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Students and teacher work as a group to examine the plot diagram from the class example. • Teacher and students discuss one or two spots where the writer could slow down and use the magic camera strategy. • Student partners decide where they will slow down and include a snapshot. • Student partners work together to craft the snapshot based on the class example. • Students share with another pair.
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them
<p>You Do It (40 minutes) (DAY 2-3) <i>Link</i></p>	<ul style="list-style-type: none"> • Review yesterday's lesson. • Students draft snapshots and the body of their narratives. • Teacher circulates to give support as needed.
<p>After the Workshop Share</p>	<ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Ask to see one snapshot in order to assess how students are doing.

Strategies for Generating a Personal Narrative

- **Think of a person who matters to you, then list clear, small moments you remember with that person. (lesson 1)**
- **Think of a place that matters to you, then list clear, small moments that occurred in that place. (lesson 1)**
- **Think of a turning point in your life, then list clear, small moments that occurred related to that turning point. (lesson 2)**
- **Identify a strong emotion which describes your feelings. (lesson 3)**
- **Create a mind movie to help you recapture the details of the event. (lesson 3)**
- **Choose a topic which has the strongest emotions tied to it. (lesson 3)**
- **Use a plot diagram to help you plan and organize your story. (lesson 4)**
- **Craft a lead using either dialogue or character description. (lesson 5)**
- **Include snapshots in your writing in order to include sensory details. (lesson 6)**

6th Grade Personal Narrative	
Lesson 7 (2-3 days)	
Concept: Writers draft their personal narrative.	
Student Action: Writers learn how to draft a whole story as it comes to mind including thoughtshots.	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • Snapshots will need to have been introduced in the immersion unit.
Materials	<ul style="list-style-type: none"> • Plot diagram created with the class projected for everyone to see OR copies for each student • Student sample of “Climbing the Snow King” from previous lesson
<p>I Do It (15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Review the plot diagram which the class created together in Lesson 4. Explain to students that today they will be using their plot diagrams to continue the drafting process. Refer back to the work done yesterday on snapshots and remind students that snapshots allow us to add sensory details. Today we are focusing on continuing the story through thoughtshots. • Explain that today students will continue to draft their personal narrative. Remind students that learning to write in physical detail is often the process of slowing down our senses and truly observing the world around us. The activity that we are going to do today will help us to go inside of the character by including thoughts on how a character feels. These thoughts are called thoughtshots. • Refer to the student sample “Climbing the Snow King.” Using a copy of the personal narrative, point out the examples below and show students how the writer used thoughtshots,, after snapshots in order to move from physical detail to thoughts, and then back again. <p>Examples:</p> <p>Horses trekked up a winding, steep path. Their riders bounced around as the horses jogged. Their tails swished back and forth, swatting at flies that were buzzing in the tall mountain grass. <i>It seemed kind of mean but I was secretly hoping the flies would get filled up with horse blood. I shivered at the idea of bites all over my legs and arms. That is one thing I could definitely do without on this hike.</i></p> <p>My favorite sight was the wildflowers. They bloomed abundantly all over the mountain in vivid patches of orange and blue. They brought an oasis of color to the drab mountainside. The scent of sweetness filled the mountain air. I breathed in deeply...enjoying every moment. <i>I thought about all the wonderful things I had to look forward to in the next couple of days...I just love vacation.</i></p>

<p>We Do It (15 minutes) (Day 1) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Students and teacher work as a group to examine the plot diagram from the class example. • Teacher and students discuss one or two spots where the writer could add thoughtshots. • Student partners work together to craft the thoughtshot for the class example. • Students share with another pair.
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them
<p>You Do It (40 minutes) (DAY 2-3) <i>Link</i></p>	<ul style="list-style-type: none"> • Review yesterday's lesson. • Students draft snapshots and the body of their narratives. • Teacher circulates to give support as needed.
<p>After the Workshop Share</p>	<ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Ask to see one thoughtshot in order to assess how students are doing.

Strategies for Generating a Personal Narrative

- **Think of a person who matters to you, then list clear, small moments you remember with that person. (lesson 1)**
- **Think of a place that matters to you, then list clear, small moments that occurred in that place. (lesson 1)**
- **Think of a turning point in your life, then list clear, small moments that occurred related to that turning point. (lesson 2)**
- **Identify a strong emotion which describes your feelings. (lesson 3)**
- **Create a mind movie to help you recapture the details of the event. (lesson 3)**
- **Choose a topic which has the strongest emotions tied to it. (lesson 3)**
- **Use a plot diagram to help you plan and organize your story. (lesson 4)**
- **Craft a lead using either dialogue or character description. (lesson 5)**
- **Include snapshots in your writing in order to include sensory details. (lesson 6)**
- **Include thoughtshots in your writing in order to balance sensory details and character reflections or ideas. (lesson 7)**

6th Grade Personal Narrative	
Lesson 8 (2 days)	
Concept: Writers draft their personal narrative endings.	
Student Action: Writers learn how to draft the ending of a narrative so that they can provide insight as to why the event is memorable, creating a sense of closure.	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • The student personal essay example has a great ending to share but feel free to use excellent endings from great literature as well.
Materials	<ul style="list-style-type: none"> • Plot diagram created with the class projected OR copies for each student • Student sample of “Climbing the Snow King” from previous lesson • Plot diagram from “Climbing the Snow King”
<p>I Do It (15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Explain to students that the ending of a narrative is meant to provide insight or reflection on the experience you have just written about. An insight is to explain why an event was memorable and can bring a sense of closure • Explain to students that today they will be studying the ending of “Climbing the Snow King” in order to understand how strong endings might look. They will then be working as a whole class to write an ending to the class narrative you have created. • Refer to the plot diagram for “Climbing the Snow King” Reread what marks the ending of the narrative. Then go back to the “Climbing the Snow King” and reread the entire narrative. Before you get to the ending stop and think aloud. <i>Sometimes it helps me to reread my entire narrative before I craft my ending. After I reread my entire story I can stop and think, what can I do to leave readers with a lasting impression and to give them a sense of closure? Let’s see what the author Sam did:</i> <p>Example: It would have been easier to simply ride up the ski lift. But I have long lasting memories because my family and I hiked up the Snow King together. We would have missed out on so much if we rode up the mountain: the flowers we smelled, the pictures we took, and the laughs we shared. It makes me realize that when you get out in nature to a special place you can make memories for a lifetime.</p> <ul style="list-style-type: none"> • Explain to students, that in the example above, the author uses strong feelings and wonders to reflect upon the experience. • Share a nonexample of how to end a narrative

	<p>Nonexample:</p> <p><i>Climbing the Mountain was an adventure. The End.</i></p> <p><i>I am glad I am brave enough to climb, how about you?</i></p>
<p>We Do It (15 minutes) (Day 1) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Students and teacher work as a group to review the ending on the plot diagram from the class example. • Teacher asks partners to discuss how they could frame an ending from the class example, with strong emotions. Use a sentence starter to help guide the discussion. If I were using an ending with strong emotions I would use _____(emotion) to show that I had learned _____(lesson or important memory). • Student partners discuss. • Teacher circulates and records student names and their ideas (2-3). • Teacher shares those ideas with the class. • Class selects one emotion/memory • Teacher and students draft ending.
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them
<p>You Do It (40 minutes) (DAY 2-3) <i>Link</i></p>	<ul style="list-style-type: none"> • Review yesterday’s lesson. • Students draft endings and the body of their narratives. • Teacher circulates to give support as needed.
<p>After the Workshop Share</p>	<ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Ask to see ending in order to assess how students are doing.

6th Grade Personal Narrative	
Lesson 9 (2-3 days)	
Concept: Writers revise their personal narratives by adding dialogue.	
Student Action: Writers learn how to add dialogue to their narrative to move the story forward and to reveal character.	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • The student personal essay example has some dialogue to share, but feel free to use dialogue from great literature as well.
Materials	<ul style="list-style-type: none"> • Student sample of “Climbing the Snow King” from previous lesson
<p>I Do It (15-18 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Teacher defines: <i>What is dialogue? Dialogue is the conversation that takes place between characters in a story. You can tell more about your characters’ thoughts and feelings if you include dialogue in your stories.</i> • When writing dialogue you must remember to: <ol style="list-style-type: none"> 1. Use quotations marks around the speaker’s exact words 2. Identify who is speaking 3. Indent each time the speaker changes 4. Use punctuation • Read through the sample narrative, “Lucy.” Identify the dialogue used. Look for a place where the author included dialogue to share more of the character’s feelings/thoughts. Think aloud for students about how the dialogue is used to help reveal the characters. Example: <i>“Yes, Doug. I think you should come home to say good-bye...Okay, I’ll talk to her...I know, she is going to be absolutely devastated. I will...you too...see you soon.” My mother quietly hung up the phone.</i> • Ask students to think about how this conversation helps to move the story forward? • Allow students to share their experiences. (2-3 minute brain-break through sharing). <i>Example answers:</i> <ol style="list-style-type: none"> 1. <i>You learn that something bad is happening</i> 2. <i>Someone is going to be really upset</i> 3. <i>The family wants to be together if something bad is happening</i> • Now, using your own modeling and student suggestions, show students how the following sample from “Lucy” could be improved by adding dialogue. Example: <i>“I am so glad to see you!” I cried. I hugged my furry old pal for a long, long time.</i> <i>“Lucy, I am so glad you are okay. I love you girl. I want you around for a long time. Come on Lucy, let’s play with your ball.” I was smiling ear to ear as I brought her inside to play.</i>

<p>We Do It (15 minutes) (Day 1) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Students and teacher work as a group to find places in the class example where dialogue could be added. • Remind students that the conversation should move the story forward and reveal the characters thoughts/feelings. The dialogue should sound natural. • Partners should revise by adding 3-4 lines of dialogue to the class example. Remind them to use dialogue rules such as indenting every time someone new speaks and placing quotation marks around a speaker’s words. • Teacher circulates and records student names and their ideas (2-3). • Teacher shares those ideas with the class.
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Getting the punctuation correct will be difficult. Focus on <ol style="list-style-type: none"> 1. indenting when someone new speaks 2. placing quotation marks around a speaker’s words 3. placing end punctuation within the dialogue • Advanced writers will be able to separate speaker tags from the quote with commas and use proper punctuation to punctuate inside the quote.
<p>You Do It (40 minutes) (DAY 2 or 3) <i>Link</i></p>	<ul style="list-style-type: none"> • Students revise their own narratives by adding dialogue. Dialogue could be written on another piece of paper and a caret used to show where in the narrative it will be inserted. • Teacher circulates to give support as needed.
<p>After the Workshop Share (5 minutes)</p>	<ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Ask to see dialogue in order to assess how students are doing.

Strategies for Generating a Personal Narrative

- **Think of a person who matters to you, then list clear, small moments you remember with that person. (lesson 1)**
- **Think of a place that matters to you, then list clear, small moments that occurred in that place. (lesson 1)**
- **Think of a turning point in your life, then list clear, small moments that occurred related to that turning point. (lesson 2)**
- **Identify a strong emotion which describes your feelings. (lesson 3)**
- **Create a mind movie to help you recapture the details of the event. (lesson 3)**
- **Choose a topic which has the strongest emotions tied to it. (lesson 3)**
- **Use a plot diagram to help you plan and organize your story. (lesson 4)**
- **Craft a lead using either dialogue or character description. (lesson 5)**
- **Include snapshots in your writing in order to include sensory details. (lesson 6)**
- **Craft an ending that includes a reflection. (lesson 7)**
- **Include dialogue to move the story forward and reveal character. (lesson 8)**

6th Grade Personal Narrative	
Lesson 10 (2 days)	
Concept: Writers revise their personal narratives by adding transition words.	
Student Action: Writers learn how to add transition words or phrases to help move the story forward or to help sequence information.	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • Be careful not to focus solely on transition words which are geared more for expository writing. By just focusing on those, writing can begin to sound redundant and boring (first, next, then). • Too many transitions is not good for writing, when a specific skill is taught it can tend to be overused.
Materials	<ul style="list-style-type: none"> • Student sample of “Lucy” from previous lesson • A copy of the transition word list for each student
<p>I Do It (15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Teacher explains: <i>Transition words are words or phrases at the beginning of sentences that help to move the story forward or to help sequence information. Transition words can show time passing.</i> • Look at the transition word list and discuss what transitions students have used in the past. Tell them that they have worked hard to make revisions on their personal narratives and now they will learn how to make sure the different parts of their writing are connected with transitions. • Project the class sample writing, “Lucy.” Point out all the transitions they can find. Also, show students how transitions can be added to help writing flow from one idea to the next. <p>Examples: <i>The next day at school was dreadful. If I wasn’t crying, then I was thinking about Lucy.</i></p> <p><i>I went to bed that night feeling horrible.</i></p> <p><i>When I got home something weird was going on.</i></p> <p>Non-Example: <i>Uh-oh. That is never good. Oh gosh. Thoughts flooded my mind. Why would my dad need to come home from his business trip? Was I in trouble? Should I be worried? I didn’t have to think further because my mom came and sat down on the couch next to me.</i></p> <ul style="list-style-type: none"> • Point out that the above sample sounds choppy. The ideas are not flowing together. • Ask Students: What words could be used to transition one sentence to the next? • Then it really hit me, uh-oh. That tone is never good. I started to

	<p>panic...Oh gosh. In a matter of seconds thoughts flooded my mind. Why would my dad need to come home from his business trip? Was I in trouble? Should I be worried? I didn't have to think further because my mom came and sat down on the couch next to me.</p>
<p>We Do It (15 minutes) (Day 1) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Students and teacher work as a group to find places in the class example where transitions could be added. • Remind students that transitions are used to help sentences flow together so they don't sound choppy and disconnected. • Partners should revise by adding transitions where they are needed. • Teacher circulates and records student names and their ideas (2-3). • Teacher shares those ideas with the class.
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Students may try to use too many transitions. It may be necessary to help them see that a few well-placed transitions are all that is needed.
<p>You Do It (40 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> • Students revise their own narratives by adding transitions. • Teacher circulates to give support as needed.
<p>After the Workshop Share (5 minutes)</p>	<ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Ask to see transitions in order to assess how students are doing.

Transition Words/Phrases for Narrative Writing

After	First	At first
As soon as	Second	It all began
Before	Once	It started
Next	In the meantime	After that
Initially	Later on	During
Now	In the beginning	At the end
When	After a while	At last
Immediately	When we finished	Pretty soon
Meanwhile	The last thing	Soon after
Last	Just then	At this point
Later	Before long	Fortunately
Since	After _____ minutes	Of course
Suddenly	When we were done	By this time
Whenever	Right after	At that instant
Soon	In an instant	Suddenly
In a matter of seconds		

Strategies for Generating a Personal Narrative

- **Think of a person who matters to you, then list clear, small moments you remember with that person. (lesson 1)**
- **Think of a place that matters to you, then list clear, small moments that occurred in that place. (lesson 1)**
- **Think of a turning point in your life, then list clear, small moments that occurred related to that turning point. (lesson 2)**
- **Identify a strong emotion which describes your feelings. (lesson 3)**
- **Create a mind movie to help you recapture the details of the event. (lesson 3)**
- **Choose a topic which has the strongest emotions tied to it. (lesson 3)**
- **Use a plot diagram to help you plan and organize your story. (lesson 4)**
- **Craft a lead using either dialogue or character description. (lesson 5)**
- **Include snapshots in your writing in order to include sensory details. (lesson 6)**
- **Include transition words or phrases to help move the story forward or to help sequence information. (lesson 9)**

6th Grade Personal Narrative	
Lesson 11 (2 days)	
Concept: Writers will use an editing checklist to make final changes to drafts.	
Student Action: Writers will review, evaluate and revise writing for meaning and clarity.	
Pre-Corrections:	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • Teacher will review narrative techniques taught throughout the unit and correct any misunderstandings. • The I do it/We do it is combined so be sure to give students moments to process and share ideas as you work through this lesson as it involves more focus on guided, direct instruction. (Remember 10-12 minutes teaching, 2 minutes student processing) • Students will provide evidence of the strategy by color coding and cannot underline if checkpoint items are missing.
Materials	<ul style="list-style-type: none"> • Revision checklist for every student • Colored pencils • A copy of the sample writing used throughout the unit for every student
<p>I Do It/We Do It (30 minutes) (DAY 1)</p> <p><i>Connection</i></p> <p><i>Teach</i></p> <p><i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Display a copy of the revision checklist. Explain that this is a checklist with the important techniques of personal narrative writing we have been learning. • Explain that some of the techniques on this list will already be in their personal narrative, others will need to be added. • Start by modeling how to make revisions on the class sample writing. <ol style="list-style-type: none"> 1. Display the class sample. <i>(See example text attached to understand how end product will look)</i> 2. Reread the writing. Refer to the first technique on the checklist: <i>matching a strong emotion to a person or place and writing a small moment story about it</i> 3. Choose a pre-selected colored pencil for underlining words that show emotion connected with a small moment story. Think aloud and ask yourself, <i>am I writing a seed story rather than a whole watermelon story?</i> 4. Partners underline strong emotion words on their copy while teacher does the same on the projected copy. 5. The teacher will continue modeling this revision process by rereading for each of the following checkpoints and underlining them with a different colored pencil. <ul style="list-style-type: none"> • beginning, middle and end (choose a different color for the beginning, middle and end) • lead • snapshot • dialogue

	<ul style="list-style-type: none"> • transition words • ends with a lesson learned, reflection or a lasting impression
<p>Mid-Workshop Teaching Point (3-5 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Make sure students are engaged and invested in the revision process. They cannot underline if checkpoint items are missing.
<p>You Do It (40 minutes) (DAY 2)</p> <p><i>Link</i></p>	<ul style="list-style-type: none"> • Students use the checklist to revise their own writing. • Teacher circulates to give support as needed.
<p>After the Workshop Share (5 minutes)</p>	<ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Ask to see color coded drafts in order to assess how students are doing.

EDITING CHECKLIST

Title _____

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

Revise for the following:	Author	Teacher
<p>1. Write about a small moment. Ask yourself,</p> <p>Did I write about a small (seed) moment that matters to me?</p> <p>Did I connect the moment to a strong emotion?</p> <p>Did I include a beginning, middle and end?</p> <p>Did I include a lead that grabs the reader's attention?</p> <p>Did I include a snapshot?</p> <p>Did I include dialogue?</p> <p>Did I include transition words?</p> <p>Did I end with a lesson I learned or a lasting impression?</p>		
Edit for the following:		
<p>2. Sentences and paragraphs.</p> <p>Each sentence is complete.</p> <p>Each paragraph is indented.</p> <p>Indent when someone new speaks when writing dialogue.</p> <p>End punctuation is included inside of the quotation marks.</p>		
<p>3. Capitalization.</p> <p>Use capitals at the beginning of each sentence and for every name.</p>		
<p>4. Punctuation.</p> <p>Use periods, exclamation points, question marks, and quotation marks correctly.</p>		
<p>5. Spelling.</p> <p>Spell grade-appropriate words correctly.</p> <p>Use a dictionary or ask a teacher for words you don't know how to spell.</p>		

Personal Narrative—5th grade	
Text Type: Narrative	
GENRE FOCUS	
<p>Level 4.0 In addition to Level 3.0 performance, the student writer goes beyond what was taught:</p>	<ul style="list-style-type: none"> • Voice captures audience – creative word choice • Uses figurative language to create imagery
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
<p>Level 3.0 PROFICIENCY TARGET</p>	<ul style="list-style-type: none"> • Includes an attention-grabbing lead • Focused on a small moment story elaborating single event or events • Step-by-step sequence of events signaled by time evident or transitional words or phrases (first, next, at that time, after that, when it happened, etc.) • Includes dialogue to develop experiences or show the responses of characters in situations • Includes sensory details (snapshots) to convey experiences precisely • Includes a conclusion that ties to the story through a reflection or lesson learned
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • Includes a lead • Step by step sequence of events loosely connected to small moment (may lack focus) • Includes limited details • Includes a conclusion (may not tie to the story)
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Personal Narrative—5th grade	
Text Type: Narrative	
MECHANICS FOCUS	
Level 4.0	Students should demonstrate 90% proficiency in Level 3 mechanics. Mastery in conventions.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	Students should demonstrate 80% proficiency in the following areas. Lapses in writing conventions are not a distraction. <ul style="list-style-type: none"> • Paragraphing • End punctuation • Capitalization • Commas and quotation marks to punctuate dialogue • Correct spelling high frequency words
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should demonstrate 60% proficiency in Level 3 mechanics. Lack of control makes writing difficult to understand.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Grades 3-6	
PROCESS FOCUS	
Level 4.0	<ul style="list-style-type: none"> With little support, writer uses planning, drafting, revising, and editing
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> With some support, writer uses planning, drafting, revising, and editing
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> With considerable support, writer uses planning, drafting, revising, and editing
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.