



Grade 2 Theme 5 Personal Narrative

Performance Standard W1.1

- a. Write complete sentences with subject and predicate. E.A.1
- b. Write short stories or composition with a beginning, middle, and end. E.A.4

Performance Standard W1.3

- a. Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work. E.A.2
- b. Proofread writing for legibility, spelling, and punctuation when producing final drafts. E.A.5

Purpose:

- Identify characteristics of a personal narrative.
- Practice writing a short story on a single topic.
- Practice writing a story with a beginning, middle, and end.
- Focus on traits of idea, organization, and voice.

Resources/materials:

- HM Theme 5 Teacher Edition--Reading Writing Workshop/Pencil Pages
- HM Student anthologies to go with Theme 5
- Class copies of Practice Book page 114 (if available)
- Transparencies RWW5-1, RWW5-2, RWW5-3
- Class copies of optional assessment rubric (see attachment 1)
- Different texts of personal narratives and realistic fiction (see reference section)

Connection to Houghton Mifflin Literature:

- Student anthology page 188-189, *My New Kite*

Step One - mini-lessons that precede the writing of personal narratives:

- Immerse students in literature that illustrates personal narratives. Houghton Mifflin defines a **personal narrative** as a true story that happened to the writer. **Realistic Fiction** also retells a memory of one life event. The difference is that the characters are made up.

- As a class or independently, students read the personal narrative, *My New Kite*, in student anthologies. It is a narrative of one true-life event, 'a small moment.' 'A small moment' is one way to describe a single life event.
- One way to scaffold young children's writing would be to create a chart with several personal narratives and/or realistic fiction stories. The chart would feature beginnings and endings and look like the following. (See reference for titles of books featuring personal narratives)

Name of Book	How it begins	How it ends
<i>My New Kite</i>	One windy day I got a new kite.	I can't wait for the next windy day to fly my kite again.
<i>Cry Baby</i>	We went for a walk one day, my brothers and I.	And we played catch all the way home, my brothers, my sister and I.

- After reading several personal narratives, the class brainstorms characteristics of a personal narrative to display in the classroom. (See Transparency WW5-1 as a reference before making the list.)
- A realistic fiction story that models a small moment, sequential events, and great Voice is *Cry Baby* by Ruth Brown. Before reading the book, write the following three phrases on the board: Connection to self, Feel happy, sad, etc., and Want to know more. Explain to the students they will discuss the phrases after hearing the story. Example Questions: "Did you think about yourself when you were younger or someone you know? Did you feel happy, sad, want to laugh, etc.? Half way through the story, did you want to know what happened to baby's blanket?" Students will answer yes to all or some of the three questions. Point out that these kinds of responses to a book happen when a story has the writing trait of good Voice. Make a reference chart to hang in the classroom of the three qualities of good Voice and/or type the qualities to be glued in the reference section of students' Writer's Notebooks.
 - Voice**
 - Feel emotion
 - Connect to self
 - Stay interested in the story

Step Two - mini-lessons for the writing of personal narratives:

Prewrite

- Students are asked to think about and write down three or more memorable experiences: a special trip, holiday, time with a friend or relative, an illness, a favorite toy, game, pet, etc. A graphic organizer/mind map is helpful for students to write their memories on. A web map with three spokes would work for this lesson. Following the webbing, students can partner with a neighbor or writing buddy to help each other decide which story might be best in terms of writing about **one** experience. Review the main criterion that the memory be one personal experience or a small moment of their life.
- When the students have selected their memory, they turn their mind maps over, and draw another map with the title of their memory in the middle circle. They quickly add all the details they can recall. Mind mapping practice helps young writers organize their ideas and get in the habit of prewriting before developing a narrative or essay.
- The transparency RWW5-2 provides a story plan for the teacher to model how to organize information from a mind map into beginning, middle and end. Using their mind/story maps, students fill in the same plan for their final preparation to write.

The following mini-lessons offer two choices of writing lessons to differentiate instruction:

Choice One writing mini-lessons:

First Draft - 30-45 minutes

- Give students three papers with blank space at the top and lines below. They sketch the beginning, middle, and end of their narrative using a page for each part. Sketching is an excellent way to help young writers organize their stories and stay on one topic. They write their narrative text on the lines below. The sequence could be reversed with writing before the drawing. Move from student to student during the rough draft writing time, assessing various needs and making quick responses. If possible, meet with small groups who need more guided writing while another adult moves about the classroom.

Note: Because it is difficult for young students to rewrite a story, the first draft will be the final draft. *On Their Way* is an excellent resource that speaks to second graders' first drafts being the only drafts. (See reference)

Revise

- Display sample narratives for a class discussion of what and how to revise and edit the text. This lesson includes ways to begin a narrative. Make a class list of

ways to start a personal narrative. If available, students can follow up with practice page 114.

- Review endings of personal narratives in stories already read. Model ways to write effective endings of several narratives.
- Meet with an adult to share and correct their story. Focus on conventions such as capitals at the beginning of a sentence and punctuation at the end. Point out incorrect spelling of basic words.

Final Draft

- Students add color and details to their pictures, edit, and make final changes to their stories.

Publish

- One suggestion for publication would be to add a cover to the three page narratives. The three page illustrated memoir will be cumbersome to display. Staple a pocket on construction paper and slip the narratives in the pocket. The students write their name and the title on the pocket cover. The narratives are now ready to display, and for classmates, parents, etc. to enjoy reading.

Choice Two writing mini-lessons:

First Draft - 30-45 minutes

- Students write a first rough draft on regular writing paper. Move from student to student during the rough draft writing time, assessing various needs and making quick responses. If possible, meet with small groups of students who need more guided writing while another adult moves about the classroom

Revise

- Display sample narratives for a class discussion of what and how to revise and edit the text. This lesson includes ways to begin a narrative. If available, students can follow up with practice page 114. An alternative would be to have students write three different ways to begin their narratives and choose the one they think is best.
- Review endings of personal narratives in stories already read. Model ways to write effective endings of several narratives.
- If your class has a buddy class, students could meet with partners to share and review their stories. In addition, teacher would read each story and conference one to one and/or add post-it notes with suggested corrections to the narratives.

Final Draft

- Students recopy their revised and edited memory and publish in some way.

Publish:

- One suggestion for publication would be to paste the one-page narratives on a 12 by 18-construction paper with an illustration pasted next to it. Watercolor pencils or fine-line markers are effective for the illustrations. The narratives are now ready to display, and for classmates, parents, etc. to enjoy reading.

Assessment: See Teacher's Edition or Attachment 1

Reference for teachers:

Fraser J. & Skolnick D. (1994). *On Their Way: Celebrating Second Graders as They Read and Write*. Portsmouth, NH: Heinemann.

Reference for trade books/mentor texts:

Realistic Fiction/ small moment

Brinckloe, J. (1985). *Fireflies!*. Macmillan Publishing Company.

Brown, R. (1997). *Cry Baby*. Dutton Children's Book; Penguin Books USA Inc.

MacLachlan, P. (1994). *All the Places to Love*. HarperCollins Pub.

Williams, V. B. (1981). *Three Days On A River In a Red Canoe*. Mulberry Books.

(1982). *A Chair For My Mother*. Scholastic Inc.

Yolen, J. (1987). *Owl Moon*. Scholastic Inc.

Browne, A. (1998). *Voices*. DK Publishing, Inc.

Memoir/ small moment

Caines, J. (1982). *Just Us Women*. Scholastic Inc.

Houston, G. (1992). *My Great-Aunt Arizona*. HarperCollins Pub.

Polacco, P. (1991). *Some Birthday*. Simon & Schuster.

(1968). *The Keeping Quilt*. Simon & Schuster

(1002). *Chicken Sunday*. Scholastic Inc.

Rylant, C. (1982). *When I Was Young in the Mountains*. E.P. Dutton.

Yolen, J. (1992). *Letting Swift River Go*. Little, Brown and Company.

Personal Narrative Scoring Rubric

Ideas

The narrative focuses on one experience. All sentences stick to the topic. The details in the text and/or pictures help the reader picture what happened.

1-2

3

4

5-6

Organization

The narrative's beginning catches reader's interest. Events are sequenced. There is a definite closing to the story.

1-2

3

4

5-6

Voice

The story tells how he or she felt about the experience.

1-2

3

4

5-6

Total Possible: 18 Final Grade_____

15-18 Above standard/Outstanding

10-14 Standard/Satisfactory

0-9 Below standard/Need to Improve