



## Grade 5 Theme 4 Personal Narrative

Performance Standard W 2.1 Write a well-organized two-paragraph composition that addresses a single topic.

GLE [5] 2.1.1 Write more than one paragraph that states and maintains a focused idea and includes details that support the main idea of each paragraph.

Performance Standard W 2.3

- a. Use a variety of simple and complex sentence structures in written work.
- b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, and usage in finished written work.

GLE [5] 2.3.1 Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing. (L)

Performance Standard W2.4

- a. Revise writing to improve the logical progression of ideas and supporting information.
- b. Revise own and other's work and provide appropriate feedback to peers based upon established criteria to improve quality of writing.

GLE [5] 2.4.1 Rearrange and/or add details to improve focus, to support main ideas and to make sequence clear.

### Purpose

Focus on the genre of a personal narrative.

Identify characteristics of a personal narrative.

Practice writing a two-paragraph narrative on a single topic.

Focus on traits of voice and sentence fluency.

Connect HM realistic literature in Theme 4 and Reading Writing Workshop Personal Narrative.

(Optional) Connect Theme 4 Genre Plays and Personal Narrative.

### Resources/materials

Theme 4 Teacher Edition

Student Anthologies to go with Theme 4

Transparency RWW 4-1

Copies of Practice Book page 18 if available, and transparency RWW4-2

Different texts of personal narratives and realistic fiction (see Reference)

Copy of *Reviser's Toolbox* (see Reference)

Class set of Rubrics for assessment (Attachment 1)

## Connection to Houghton Mifflin Literature:

- Student Anthology pages 364-365, *Grand Slam*, and pages 394-406, *Yang the Second and Her Secret Admirers*

## 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 an event that could have happened. The difference is that the characters are made up.

As a class or independently, students read the personal narrative, *Grand Slam*, in the student anthology. It is a narrative of one true-life event, a 'small moment.' Read or have students read examples of realistic fiction. *Yang the Second and Her Secret Admirers* in the student anthology is an excellent example. Model a comparison (Venn diagram) between realistic fiction and personal narrative. To help students clarify the differences between the two, students could begin charting the characteristics of personal narrative and realistic fiction in their Writer's Notebooks focusing on the above stories and other following stories. (See Reference)

True Story of a Single Event	Event and Writer	Story that could be true and characters	Event and characters
<i>Grand Slam</i> Personal Narrative		<i>Yang the Second and Her Secret Admirers</i> Realistic Fiction	
		<i>Owl Moon</i> Realistic Fiction	Boy goes owling with his father. Boy and Pa
		<i>Cry Baby</i> Realistic Fiction	Brothers go for walk with their younger sister. Two brothers and a sister.

- *Owl Moon* by Jane Yolen, is another excellent example of realistic fiction to compare to a personal narrative, and to model word choice and fluency.

- Another 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 writing personal narratives:

### Prewrite

- Ask students to think about and write down three memorable experiences, a special trip or holiday, a time of pride, etc. Students can partner with a neighbor and help each other decide which story might be best in terms of writing about a memory. Revisit the main criterion that the memory be a personal experience of a single life event.
- Students fill in some form of graphic organizer. The transparency RWW4-2 provides one style of story map. An option would be for students to draw a web to serve as a graphic organizer. The teacher models filling in a web with her or his life moment. The teacher then models writing a two paragraph personal narrative using the web.

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### Draft: 30-45 minutes

- Using their webs/graphic organizers, students write a rough draft of their single life experience. It is important that students skip every other line for revision and editing. Students can use notebook paper or their Writer’s Notebooks. Remind students to include sensory (taste, sounds, smells) information and how the experience made them feel. Transparency RWWN 4-1 outlines what makes a great personal narrative. If available, *Reviser’s Toolbox* has an excellent lesson, “Explode a Moment,” page 97, of ways for students to approach writing their first drafts. The lesson is in a frame that could be cut out and glued in their Writer’s Notebooks.

## Revise

- Look at ways to begin a narrative: a question, surprising statement, dialogue, etc. Point out that the lead needs to grab the reader's attention. Student writing samples and/or lessons can be used to demonstrate leads that grab the reader. Transparency RWW4-3 is available. Students write three ways to begin their piece and circle the one they like best.
- Students look at models of strong endings in texts from their anthologies and/or other literature. They review their narrative conclusion and revise if the ending needs to be clearer.
- Model ways to begin sentences. Review student samples and ways to revise the beginning of sentences. If available, complete Practice Book page 19. Transparency RWW4- 5 is a resource for beginning sentences.
- The teacher previews the narratives and organizes groups according to revision issues. Examples of the types of small revision groups are: adding details, correct conventions, vary sentence beginnings, sequencing, etc. If there are other adults available, the groups can meet at the same time. Otherwise, the teacher will need to meet with individual groups while the other students are revising, editing, and/or writing in their Writer's Notebooks. The teacher may also choose to hold individual conferences.
- The teacher reviews the assessment rubric with the class and gives each student a copy. Students meet with partners to share and review each other's narratives. Prior to student partner peer reviews, coach students to listen for the following: Does the beginning of the piece make me want to hear more? Does the piece make me connect to any of my life experiences or experiences I know about? Did the piece make me feel some kind of emotion? Encourage students to make notes for their partners during this session.
- Students work on revising their small moments.

## Final Draft

- Students edit their pieces. They may want to conference with their teacher and/or meet with their peer response group one last time.
- Publish in some way. One suggestion is to draw a picture of the memory in pencil and glue the final copy and illustration side by side on 12 by 18 construction paper to display. Watercolor pencils work well for the drawings.

## Assessment:

Teacher's Edition and/or Attachment 1

## Reference for Teachers:

Lane, B. (1999). *Reviser's Toolbox*. Discover Writing Press

## 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.  
MacLachlan, P. (1994). *All the Places to Love*. HarperCollins Pub.  
Pomerantz, P. (1989). *The Chalk Doll*. Harper Trophy.  
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.

### 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.  
(2002). *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.

### Organization/Story Elements

- Altman, Linda J. (1993). *Amelia's Road*. Lee & Low Books Inc.  
Abercrombie, B. (1995) *Charlie Anderson*. Aladdin Paperbacks.  
Browne, A. (1998) *Voices in the Park*. DK Publishing. (Perspective)  
London, J. (1993). *The Eyes of Gray Wolf*. Raincoast. Chronicle Books.  
Marshall, E. (1981). *Three By The Sea*. Dial Books; New York.  
Pomerantz, P. (1989). *The Chalk Doll*. Harper Trophy.

### Voice

- Bunting, E. (2000). *The Memory String*. Clarion Books.  
(1989). *The Wednesday Surprise*. Clarion Books.

ASD/C. Forsyth (2009)

# Attachment 1

## Personal Narrative Assessment

Organization                    1-2                    3                    4                    5-6  
The beginning grabs the reader's attention. All events are told in the order they happened.  
The narrative has an ending.

Organization                    1-2                    3                    4                    5-6  
The narrative is a minimum of two paragraphs. It stays on topic.

Voice                                1-2                    3                    4                    5-6  
The narrative sounds like the reader. Reader could tell how the writer feels.

Fluency                              1-2                    3                    4                    5-6  
The writer uses complete sentences. The sentences begin in different ways. Some sentences are long and some are short.

Conventions                    1-2                    3                    4                    5-6  
Each paragraph is indented. Sentences have capital beginnings. Sentences end with proper punctuation. The spelling is mostly correct.

Total points possible: 30

\_\_\_\_\_ 24-30 Above standard

\_\_\_\_\_ 18-23 Meets Standard

\_\_\_\_\_ 5-17 Below standard