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Note to the Teacher.....
The teacher overview is an overview of my lesson plans. I use the anchor charts to begin my mini lesson, then use the worksheets to review the concept being taught that day. The students are working on their personal narratives throughout the entire unit! I have my students keep their writing in a “drafting” folder until they are ready to publish.

I actually printed the anchor charts and hung them in my classroom as I was teaching this unit. If you prefer larger anchor charts on chart paper, you could use these for ideas and make your own.
3rd Grade

- **CCSS.ELA-Literacy.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.3.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (Day 2 - “Small Moment”, Day 3 - “Strong Lead”, and Day 4 - “Sequence”)
  - **CCSS.ELA-Literacy.W.3.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (Day 5 - “Adding Dialogue” & Day 6 - “Show Don’t Tell & Sensory Details”)
  - **CCSS.ELA-Literacy.W.3.3c** Use temporal words and phrases to signal event order. (Day 4 - “Sequence”)
  - **CCSS.ELA-Literacy.W.3.3d** Provide a sense of closure. (Day 7 - “Strong Ending”)

4th Grade

- **CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (Day 2 - “Small Moment”, Day 3 - “Strong Lead”, and Day 4 - “Sequence”)
  - **CCSS.ELA-Literacy.W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. (Day 5 - “Adding Dialogue” & Day 6 - “Show Don’t Tell & Sensory Details”)
  - **CCSS.ELA-Literacy.W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events. (Day 4 - “Sequence”)
  - **CCSS.ELA-Literacy.W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. (Day 6 - “Show Don’t Tell & Sensory Details”)
  - **CCSS.ELA-Literacy.W.4.3e** Provide a conclusion that follows from the narrated experiences or events. (Day 7 - “Strong Ending”)
CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (Day 2- “Small Moment”, Day 3- “Strong Lead”, and Day 4 - “Sequence”)

- CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (Day 5 - “Adding Dialogue” & Day 6- “Show Don’t Tell & Sensory Details”)

- CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (Day 4 - “Sequence”)

- CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. (Day 6- “Show Don’t Tell & Sensory Details”)

- CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events. (Day 7 - “Strong Ending”)
<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day One</td>
<td>Discuss: What is a personal narrative? Share Anchor Chart</td>
<td>Materials: Personal Narrative Anchor Chart Personal Narrative Ideas sheet</td>
</tr>
<tr>
<td>Ideas</td>
<td>Students complete the Narrative Ideas</td>
<td></td>
</tr>
<tr>
<td>Day Two</td>
<td>Discuss: Small Moments</td>
<td>Materials: Small Moment Anchor Chart Small Moments Circle Map</td>
</tr>
<tr>
<td>Small Moment</td>
<td>Students complete the small moment</td>
<td></td>
</tr>
<tr>
<td>Day Three</td>
<td>Discuss: Strong Leads Complete the strong leads worksheet together.</td>
<td>Materials: Strong Leads Anchor Chart Strong Lead Worksheet</td>
</tr>
<tr>
<td>Strong Lead</td>
<td>Choose a strong lead &amp; write a beginning paragraph for personal narrative.</td>
<td></td>
</tr>
<tr>
<td>Day Four</td>
<td>Discuss: Sequence &amp; Transition words</td>
<td>Materials: Sequence Anchor Chart Transitions Anchor Chart</td>
</tr>
<tr>
<td>Sequence</td>
<td>Write the middle of their personal narrative in sequential order using transition words.</td>
<td></td>
</tr>
<tr>
<td>Adding</td>
<td>Students should add at least two dialogue sentences to personal narrative.</td>
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</tr>
<tr>
<td>Dialogue</td>
<td></td>
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<tr>
<td>Day</td>
<td>Lesson</td>
<td>Materials</td>
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<tr>
<td><strong>Day Six</strong></td>
<td><strong>Show Don’t Tell</strong> &amp; Sensory Details</td>
<td><strong>Materials:</strong> Show Not Tell Anchor Chart Show Not Tell worksheet</td>
</tr>
<tr>
<td></td>
<td>Discuss: Showing your feelings rather than telling them &amp; Sensory Details</td>
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<tr>
<td></td>
<td>Complete the show not tell sensory details worksheet</td>
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<tr>
<td></td>
<td>Add showing sentences &amp; sensory details to personal narratives.</td>
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</tr>
<tr>
<td><strong>Day Seven</strong></td>
<td><strong>Strong Ending</strong></td>
<td><strong>Materials:</strong> Strong Ending Anchor Chart</td>
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<tr>
<td></td>
<td>Discuss: Strong Ending</td>
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<td></td>
<td>Students write an ending to their personal narrative</td>
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</tr>
<tr>
<td><strong>Day Eight</strong></td>
<td><strong>Editing</strong></td>
<td><strong>Materials:</strong> Peer Edit Checklist Self Edit Checklist</td>
</tr>
<tr>
<td></td>
<td>Students will use the self edit checklist and the peer edit checklist to edit their personal narrative.</td>
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<tr>
<td><strong>Day Nine</strong></td>
<td><strong>Publish</strong></td>
<td><strong>Materials:</strong> Paper for final copy.</td>
</tr>
<tr>
<td></td>
<td>Students will write the final copy of their personal narrative.</td>
<td></td>
</tr>
</tbody>
</table>

Teacher uses rubric to grade personal narratives.

**Day Ten**  **Publisher’s Party**

Students will share their personal narratives with their classmates!

**Materials:** Whatever makes your students feel special & proud of their writing! (for example...a publisher’s chair!)
personal Narrative

Tells about an event that happened to you.
<table>
<thead>
<tr>
<th>A New Pet</th>
<th>Best Day or Worst Day</th>
<th>A Time You Learned Something New</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Birthday Party</td>
<td>First Day of School</td>
<td>A Vacation/ Place You Visited</td>
</tr>
<tr>
<td>A Scary Moment</td>
<td>Family Memory</td>
<td>Most Embarrassing Moment</td>
</tr>
</tbody>
</table>
Personal Narrative
Finding a Small Moment

Not too many details!  
The most important part of a big story!

Not focused!  
Too broad!

Too many details!

Not too many details!

Not zoomed in enough!

Very specific!
personal narrative

“small moment”

Small Moment

Details
Create a Strong Lead with...

- an action.
- a snapshot.
- a flashback.
- a question.
- onomatopoeia.
- dialogue.
Here are some examples of ways you can start a personal narrative with a strong lead. Read the example and then write your own for your small moment.

**My Small Moment:** _____________________________________________


____________________________________

**Onomatopoeia** (sound effect): “Whizzzz,” sounded the ball as it flew by my head.

____________________________________

**Action Lead:** I leapt out of the way like I was on fire as the ball flew right by head.

____________________________________

**Snapshot:** The ball quickly flew by my head and I wondered why it even came in my direction.

____________________________________

**Question:** Have you ever been in a situation where you were scared for your life?

____________________________________

**Flashback:** It was a typical day at recess, until I saw my life flash before my eyes.

____________________________________
Sequence

**Beginning** - The beginning catches the reader's attention.

**Middle** - The middle gives details and examples of what happened during the small moment.

**Ending** - The ending tells how you feel now, what you learned, or how you were changed.
Good writers write their story in order of how it happened.

First → Next

Then → Finally
We **Show** not tell our feelings...

**Telling**: I was angry.

**Showing**: I kicked the door as I walked out of the room.
show not tell

Change these “telling” sentences into “showing” sentences.

I was happy.
________________________________________________________________________________________________
________________________________________________________________________________________________

We lost. I was sad.
________________________________________________________________________________________________
________________________________________________________________________________________________

My room was very messy.
________________________________________________________________________________________________
________________________________________________________________________________________________

I was sad.
________________________________________________________________________________________________
________________________________________________________________________________________________

I was really scared.
________________________________________________________________________________________________
________________________________________________________________________________________________

I was angry.
________________________________________________________________________________________________
________________________________________________________________________________________________
Sensory Details

smell  hear

taste  see

touch
Use Sensory Details to "Show"

See      Smell      Hear       Taste        Touch

Close your eyes and think about your experience. What did you see, smell, hear, taste, and touch? Open your eyes and write what you thought about in each box.
Use Dialogue to add detail.

“I had a great time at summer camp,” I said to my mom.
Fix these sentences so the dialogue is correct.
My dog ran away said my best friend.

have you ever scored a touchdown asked the coach.

my teammate shouted watch out for the ball.

Write a dialogue sentence that would be said in each situation.
at a football game

at the grocery store

during recess
Powerful endings

Write an ending that......
tells how you feel now,
what you learned,
OR how you changed.
self edit checklist

Read your personal narrative and complete the check list.....

My main idea is a small moment, not a big watermelon idea. ______
I have a good title that relates to my main idea. ______
My main idea is evident in the first paragraph. ______
My story is well organized in the order of what actually happened. ______
My conclusion reinforces my main idea. My story has a good ending. ______
I checked the spelling and capitalization of all words. ______
I used descriptive words to make it easy for the reader to visualize what is happening. ______

yes/no

peer edit checklist

Have a friend read your personal narrative and complete the check list.....

The story holds the reader’s interest. ______ ______ ______
The main idea is evident in the first paragraph. ______ ______ ______
Story is well organized and easy to read. ______ ______ ______
Story has a clear beginning, middle, and ending. ______ ______ ______
All words are properly spelled & capitalized. ______ ______ ______
Author included descriptive words to make it easy for the reader to visualize what is happening. ______ ______ ______
We are having a publisher’s party to celebrate our......

Personal Narratives
Author's Chair
# Personal Narrative Rubric

**Name:** __________________________

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td><strong>Mechanics</strong></td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Spelling, Punctuation,</td>
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<tr>
<td>and Capitalization are</td>
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<tr>
<td>used appropriately. No</td>
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<td>mistakes are made.</td>
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<td><strong>Organization</strong></td>
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<td>All events are clearly</td>
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<tr>
<td>in chronological order.</td>
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<tr>
<td>There is a clear</td>
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<td>beginning, middle, and</td>
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<tr>
<td>ending.</td>
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<td></td>
<td></td>
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<tr>
<td>Most events are clearly</td>
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<tr>
<td>in chronological order.</td>
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<td>There is a beginning,</td>
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<td>middle, and ending</td>
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<tr>
<td>Events are in a random</td>
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<tr>
<td>order. There is not a</td>
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<td>clear beginning, middle,</td>
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<tr>
<td>or ending.</td>
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<tr>
<td><strong>Detail/ Elaboration</strong></td>
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<tr>
<td>Excellent use of detail</td>
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<td>making it easy for the</td>
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<tr>
<td>reader to visualize your</td>
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<tr>
<td>story.</td>
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<td></td>
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<tr>
<td>Good use of detail</td>
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<td></td>
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<tr>
<td>making parts of the</td>
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<tr>
<td>story easy to visualize.</td>
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<tr>
<td>Not much detail making</td>
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<td>it difficult for the</td>
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<tr>
<td>reader to visualize.</td>
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</tbody>
</table>

_____ / 15 points
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