

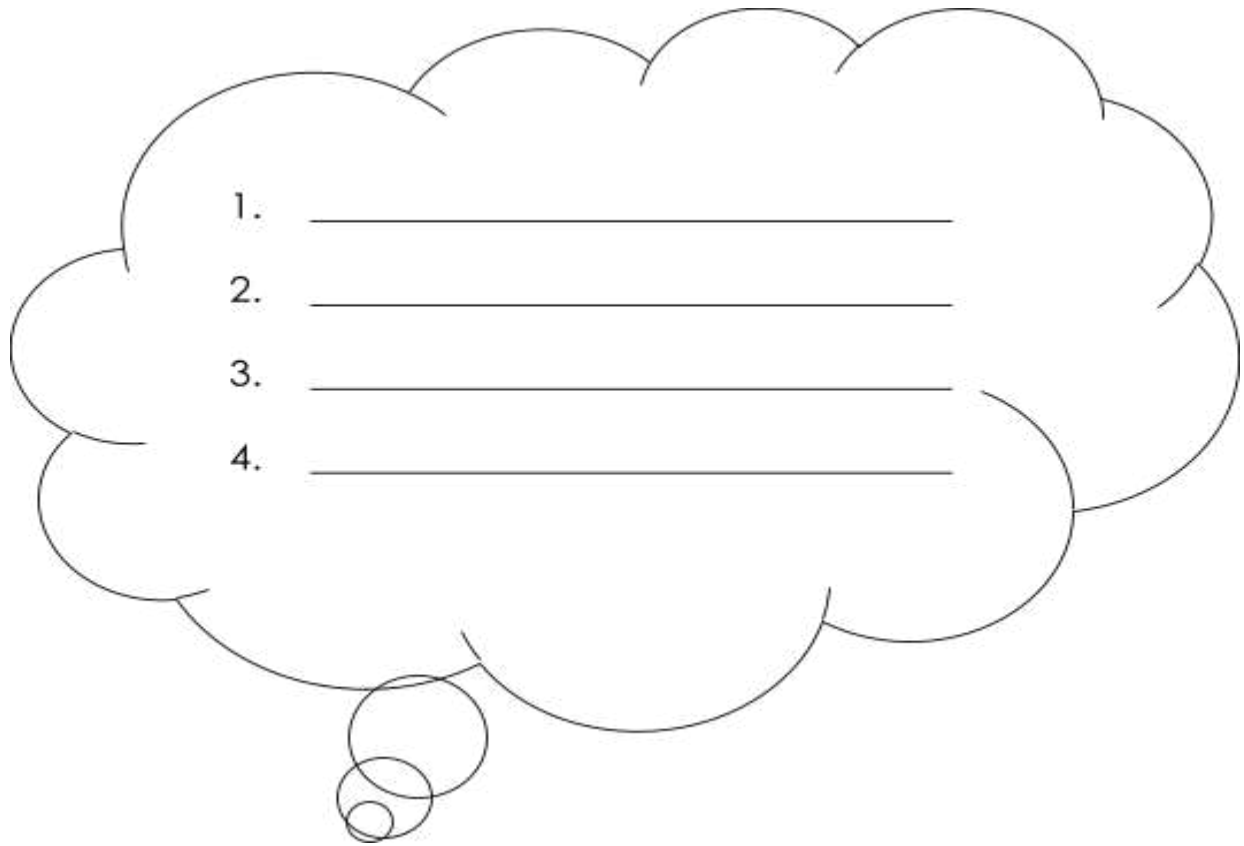
Name

Unit 1 - Personal Narrative

| Activity Page | Page # | What | <input type="checkbox"/> |
|---------------|--------|-----------------------------|--------------------------|
| 7.4 | 2 | Brainstorm narrative topics | <input type="checkbox"/> |
| 8.4 | 3 | Descriptive Details/Sharing | <input type="checkbox"/> |
| 9.2 | | SKIP | |
| 9.3 | 4 | Write introduction | <input type="checkbox"/> |
| 10.4 | 5 | Similes and metaphors | <input type="checkbox"/> |
| 10.5 | 6 | Body paragraph | <input type="checkbox"/> |
| 11.2 | 7 | Cause and effect | <input type="checkbox"/> |
| 11.3 | 7 | Vital verbs | <input type="checkbox"/> |
| 12.3 | | SKIP | |
| 13.2 | 8 | Conclusion | <input type="checkbox"/> |
| 14.3 | 9 | Revisions with partner | <input type="checkbox"/> |
| 15.1 | 10 | Revision checklist | <input type="checkbox"/> |
| Pausing Point | 11-12 | Put it all together | <input type="checkbox"/> |

Brainstorm (7.4)

Directions: Brainstorm 3 or more possible memories to write about for your personal narrative. Remember that it must be a true story that happened to you.



1. _____

2. _____

3. _____

4. _____

Descriptive Details (8.4)

Directions: List some descriptive details for your personal narrative essay.

| See | Taste | Touch |
|---|---|---|
| <ul style="list-style-type: none">• _____• _____• _____ | <ul style="list-style-type: none">• _____• _____• _____ | <ul style="list-style-type: none">• _____• _____• _____ |
| Hear | Smell | Feel |
| <ul style="list-style-type: none">• _____• _____• _____ | <ul style="list-style-type: none">• _____• _____• _____ | <ul style="list-style-type: none">• _____• _____• _____ |

Sharing Our Ideas (8.4)

Directions: You will tell your personal narrative story to your partner. After you tell your story, you will have the chance to listen to your partner tell you their story.

Writing an Introduction (9.3)

Questions to help plan your introduction:

1. Where and when does the narrative take place?
2. Who was there?
3. What were you thinking and feeling?

Select ONE grabbing lead:

- ☐ Sound Effect Lead – _____.
- ☐ Imagination Lead – Imagine this, _____.
- ☐ Question Lead – Have you ever _____?
- ☐ Memory Lead – I will never forget _____.

I told what the topic was, when it was, who was there, where we were, and how I felt (pick 2-3):

- ☐ What - Let me tell you about the time _____.
- ☐ When – It was _____ and I was ____ years old.
- ☐ Who – I was with _____.
- ☐ Where – We were _____.
- ☐ How – I was really _____!

Similes and Metaphors (10.4)

Directions: Choose a few actions or objects from your personal narrative to describe using similes and metaphors, and write them below. You may write multiple similes or metaphors to describe one object or moment if you choose.

1. _____

2. _____

3. _____

Body Paragraph (10.5)

Directions: As you write, think about how to develop your events using specific details, such as description and dialogue, to help the reader really imagine what your experience was like. Be sure to include all of the items below.

| <input type="checkbox"/> Sensory Details | <input type="checkbox"/> Dialogue | <input type="checkbox"/> Similes & Metaphors | <input type="checkbox"/> Vivid Verbs |
|---|--|---|---|
| Beginning | It all started when _____ _____ _____ _____ | | |
| Middle | Next, _____ _____ _____ _____ _____ | | |
| End | Then, _____ _____ _____ _____ _____ _____ | | |

Cause and Effect (11.2)

Directions: Look back at your Body Paragraph (10.2). Add a cause and effect in your paragraph. Underline the **cause** in red and the **effect** in blue.

| Cause | Effect |
|--------------|---------------|
| | |

Vital Verbs (11.3 Part 2)

Directions: Look at your personal narrative. Choose a sentence with a verb that could be more vital. List the verb below, and then the more vital verb.

| Verb | More Vital Verb |
|-------------|------------------------|
| | |
| | |

Now go back to your personal narrative. Cross out or delete the verb and replace it with the more vital verb.

Conclusion (13.2)

Questions to help plan your conclusion:

1. What events occurred at the end of your personal narrative?
2. Why do you still remember this experience?
3. What was the most important thing about this experience?
4. How did you change over the course of your personal narrative?
5. What did you learn, or do you think others can learn from your experience?

My story has at least ONE satisfying ending AND includes answers to at least ONE question above.

- ☐ Memory – I will never forget _____.
- ☐ Feeling – I can still imagine feeling _____.
- ☐ Hope – I hope _____.
- ☐ Wish - I sure do wish _____.
- ☐ Decision – Ever since that day, I have decided _____.

Write your complete conclusion below:

Revisions with a partner (14.3)

Directions: Work with your partner to find places to strengthen your writing. You will also help your partner strengthen their writing. Remember to think about showing rather than telling by using specific language and strong details.

Take turns using the prompts below to share 2 stars and a wish for your partner's writing. Then, go back and make revisions.

2 Stars & A Wish



- ❖ I really liked the way you...
- ❖ My favorite part was...
- ❖ You should be proud of...



- ❖ I think the best thing was...
- ❖ You really grabbed my attention when...



- ❖ It would be great if you...
- ❖ You can improve by...
- ❖ To make it even better...

Revision Checklist (15.1)

Directions: Use the sentence chant and the rubric to check over your writing.

Sentence Chant

My sentence is awesome!

Capital (yellow arrow pointing to 'M')

Space (green arrow pointing to space after 'My')

Punctuation (yellow arrow pointing to '!')

Does it have a capital?

Does it have a space?

Is the punctuation in its place?

The graphic is a rectangular box with a black header containing the title 'Sentence Chant' in white. Below the header is a light blue horizontal band containing the sentence 'My sentence is awesome!'. Three arrows point to specific parts of the sentence: a yellow arrow labeled 'Capital' points to the 'M', a green arrow labeled 'Space' points to the space after 'My', and a yellow arrow labeled 'Punctuation' points to the exclamation mark. Below the blue band is a white area containing three bold, black questions: 'Does it have a capital?', 'Does it have a space?', and 'Is the punctuation in its place?'.

Put It All Together (Pausing Point)

Directions: Use all of your ideas and organizers in this packet to write or type your personal narrative into one place.

| | |
|-------------------------------|---|
| Introduction (9.3) | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Body (10.5) | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

| | |
|------------------------------|--|
| Conclusion (13.2) | |
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| | |

Name _____

Unit 1 - Personal Narrative

| Measurement Topic | What was I supposed to do? | Grade |
|--|---|-------|
| Final Product | | |
| Narrative | Introduction: The writer wrote a grabbing lead that excites the reader. The writer told what the topic was, when it was, who was there, and how they felt. | |
| | Body: The writer sequenced events in order to tell their memorable experience. The writer used sensory details and dialogue to show what was happening. | |
| | Ending: The writer chose the action, talk, or feeling that would make a good ending and worked to write it well. | |
| Production and Distribution of Writing | Cause and Effect: The writer included one or more cause and effect examples in their writing. | |
| Use of Language | Revising and Editing: With guidance and support from peers and adults, the writer developed and strengthened their writing as needed by planning, revising, and editing. | |