

Next Generation Assessment Teacher Edition

7

STRATEGIES FOR
writers



ZB

Hi, there! We're your *Strategies for Writers* Writing Partners!

We're here to guide you step-by-step through the stages of the writing process: Prewrite, Draft, Revise, Edit, and Publish.



In each unit, we'll focus on one type of writing: **narrative, informative/explanatory, or argument.**

Have you ever wondered what makes a good personal narrative? Or what the elements of a cause-and-effect report are? How about some reasons for writing a summary? We'll answer those questions and more.



We'll focus on these six traits of effective writing: **Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.** We'll explain how to apply the traits to each genre of writing, and we'll show you how the traits work together.

In each chapter, we'll first review a model writing sample. Then we'll use a rubric to score the model. Rubrics are a great way to know exactly what is expected as you plan and evaluate your writing. After that, it's your turn to write!



For teachers' inspection ONLY

Introduce the Writing Partners

An important element of becoming a writer is viewing oneself as a writer. In order to help students “see themselves as writers,” *Strategies for Writers* introduces all instruction through a **Writing Partner**. Each of the four students pictured on this page will guide your students through one *Strategies for Writers* unit. The **Writing Partners** will

- introduce the genre of writing in each chapter.
- help students deconstruct the writing model.
- develop their own piece of writing based on the model.

Through the **Writing Partner**, your students will see a new piece of writing evolve. As the **Writing Partner** explains his/her writing strategy and “thinks aloud” about what he/she is writing, your students will have a window into the mind of a young writer like themselves.

To ensure students understand the **Writing Partner's** role,

- invite students to take turns reading the **Writing Partners'** comments on this page.
- use the first two pages in each unit to introduce the unit **Writing Partner**.
- encourage students to discuss the **Writing Partner's** comments and explanations throughout the unit.

Narrative writing

For teachers' inspection ONLY

Meet Your Writing Partner 2

Personal Narrative

What's a Personal Narrative? 4

Personal Narrative Model 7

Personal Narrative Rubric 10

Close Reading to Analyze the Model . . . 12

Prewrite

Ideas 16

Organization 17

Draft

Ideas 18

Revise

Organization 20

Voice 21

Word Choice 22

Ideas [Optional Lesson](#)

Sentence Fluency [Optional Lesson](#)

Edit

Conventions 23

Grammar, Usage & Mechanics

Sentence Fragments, Run-Ons,
and Comma Splices 24

Coordinating Conjunctions 25

Publish

Presentation 26

E-Mail

What's an E-Mail? 30

E-Mail Model 33

E-Mail Rubric 34

Close Reading to Analyze the Model . . . 36

Prewrite

Ideas 40

Organization 41

Draft

Organization 42

Revise

Voice 44

Word Choice 45

Sentence Fluency 46

Ideas [Optional Lesson](#)

Organization [Optional Lesson](#)

Edit

Conventions 47

Grammar, Usage & Mechanics

Past and Past Participle Verb Forms . . . 48

The Perfect Tenses 49

Publish

Presentation 50

Historical Episode

What's a Historical Episode? 52

Historical Episode Model 55

Historical Episode Rubric 58

Close Reading to Analyze the Model . . . 60

Prewrite

Ideas 64

Organization 66

Optional Revising Lessons available at www.sfw.z-b.com

Table of Contents

For teachers' inspection ONLY

Draft

Voice68

Revise

Ideas72

Word Choice73

Sentence Fluency74

OrganizationOptional Lesson 

VoiceOptional Lesson 

Edit

Conventions75

Grammar, Usage & Mechanics

Punctuation of Quotations76

Hyphens and Parentheses77

Publish

Presentation78

Play

SCIENCE CONNECTION

What's a Play?82

Play Model85

Play Rubric88

Close Reading to Analyze the Model . . .90

Prewrite

Ideas94

Organization95

Draft

Word Choice96

Revise

Ideas98

Organization99

Sentence Fluency100

VoiceOptional Lesson 

Word ChoiceOptional Lesson 

Edit

Conventions101

Grammar, Usage & Mechanics

Simple and Compound Sentences102

Complex Sentences103

Publish

Presentation104

Next Generation Assessment

Part 1: Close Reading110

Source 1: Text112

Source 2: Text114

Source 3: Text116

Part 2: Writing to Multiple Sources . .118

Scoring Guide120

Writing Traits in the Scoring Guide . . .121

Prewrite

Ideas122

Organization123

Draft

Ideas124

Revise

Organization126

Voice127

Word Choice128

IdeasOptional Lesson 

Sentence FluencyOptional Lesson 

Edit

Conventions129

Publish

Next Generation Assessment Practice 

Table of Contents

Informative/Explanatory writing

For teachers' inspection ONLY

Meet Your Writing Partner 132

Cause-and-Effect Report

What's a Cause-and-Effect Report? . . . 134

Cause-and-Effect Report Model 137

Cause-and-Effect Report Rubric 138

Close Reading to Analyze the Model . . 140

Prewrite

Ideas 144

Organization 145

Draft

Ideas 146

Revise

Organization 148

Voice 149

Word Choice 150

Ideas [Optional Lesson](#)

Sentence Fluency [Optional Lesson](#)

Edit

Conventions 151

Grammar, Usage & Mechanics

Apostrophes 152

Commas 153

Publish

Presentation 154

Research Report

What's a Research Report? 156

Research Report Model 159

Research Report Rubric 162

Close Reading to Analyze the Model . . 164

Prewrite

Ideas 168

Organization 170

Draft

Organization 172

Revise

Voice 176

Word Choice 178

Sentence Fluency 180

Ideas [Optional Lesson](#)

Organization [Optional Lesson](#)

Edit

Conventions 181

Grammar, Usage & Mechanics

Proper Nouns/Adjectives,

Abbreviations, and Initials 182

Titles 183

Publish

Presentation 184

Summary

What's a Summary? 188

Summary Model 191

Summary Rubric 194

Close Reading to Analyze the Model . . 196

Prewrite

Ideas 200

Organization 203

Optional Revising Lessons available at www.sfw.z-b.com

Table of Contents

For teachers' inspection ONLY

Draft

Voice204

Revise

Ideas206

Word Choice207

Sentence Fluency208

OrganizationOptional Lesson 

VoiceOptional Lesson 

Edit

Conventions209

Grammar, Usage & Mechanics

Pronouns and Antecedents210

Pronouns in Pairs211

Publish

Presentation212

Problem-Solution Essay

SOCIAL STUDIES CONNECTION

What's a Problem-Solution Essay?214

Problem-Solution Essay Model217

Problem-Solution Essay Rubric220

Close Reading to Analyze the Model222

Prewrite

Ideas226

Organization227

Draft

Word Choice228

Revise

Ideas230

Organization231

Sentence Fluency232

VoiceOptional Lesson 

Word ChoiceOptional Lesson 

Edit

Conventions233

Grammar, Usage & Mechanics

Auxiliary Verbs234

Irregular Verbs235

Publish

Presentation236

Next Generation Assessment

Part 1: Close Reading240

Source 1: Text242

Source 2: Text244

Source 3: Text246

Part 2: Writing to Multiple Sources248

Scoring Guide250

Writing Traits in the Scoring Guide251

Prewrite

Ideas252

Organization253

Draft

Ideas254

Revise

Organization256

Voice257

Word Choice258

IdeasOptional Lesson 

Sentence FluencyOptional Lesson 

Edit

Conventions259

Publish

Next Generation Assessment Practice 

Table of Contents

Argument writing

For teachers' inspection ONLY

Meet Your Writing Partner262

Editorial

What's an Editorial?264
 Editorial Model267
 Editorial Rubric268
 Close Reading to Analyze the Model . .270



Prewrite

Ideas274
 Organization275

Draft

Ideas276

Revise

Organization278
 Voice279
 Word Choice280
 IdeasOptional Lesson 
 Sentence FluencyOptional Lesson 

Edit

Conventions281

Grammar, Usage & Mechanics

Appositives282
 Indefinite Pronouns283

Publish

Presentation284

Business Letter

What's a Business Letter?286
 Business Letter Model289

Business Letter Rubric290
 Close Reading to Analyze the Model . .292



Prewrite

Ideas296
 Organization297

Draft

Organization298

Revise

Voice300
 Word Choice301
 Sentence Fluency302
 IdeasOptional Lesson 
 OrganizationOptional Lesson 

Edit

Conventions303

Grammar, Usage & Mechanics

Double Negatives304
 Infinitive Phrases305

Publish

Presentation306

Website Review

What's a Website Review?310
 Website Review Model313
 Website Review Rubric316
 Close Reading to Analyze the Model . .318

Prewrite

Ideas322
 Organization323

 Optional Revising Lessons available at www.sfw.z-b.com

Table of Contents

For teachers' inspection ONLY

Draft

Voice324

Revise

Ideas326

Word Choice327

Sentence Fluency328

OrganizationOptional Lesson 

VoiceOptional Lesson 

Edit

Conventions329

Grammar, Usage & Mechanics

Semicolons330

Colons331

Publish

Presentation332

Response to Literature

LITERATURE CONNECTION

What's a Response to Literature?336

Response to Literature Model339

Response to Literature Rubric340

Close Reading to Analyze the Model342

Prewrite

Ideas346

Organization347

Draft

Word Choice348

Revise

Ideas350

Organization351

Sentence Fluency352

VoiceOptional Lesson 

Word ChoiceOptional Lesson 

Edit

Conventions353

Grammar, Usage & Mechanics

Homophones354

Frequently Confused Words355

Publish

Presentation356

Next Generation Assessment

Part 1: Close Reading360

Source 1: Video362

Source 2: Text364

Source 3: Text366

Part 2: Writing to Multiple Sources368

Scoring Guide370

Writing Traits in the Scoring Guide371

Prewrite

Ideas372

Organization373

Draft

Ideas374

Revise

Organization376

Voice377

Word Choice378

IdeasOptional Lesson 

Sentence FluencyOptional Lesson 

Edit

Conventions379

Publish

Next Generation Assessment Practice 

Table of Contents

For teachers' inspection ONLY

More Writing Practice

Descriptive Elements in the Text Types

Meet Your Writing Partner382

Narrative

Biographic Sketch

What's a Biographic Sketch?	384
Biographic Sketch Model	387
Biographic Sketch Rubric	388
Close Reading to Analyze the Model . .	390



Prewrite

Ideas	394
Organization	395

Draft

Ideas	396
-----------------	-----

Revise

Organization	398
Voice	399
Word Choice	400
Ideas	Optional Lesson 
Sentence Fluency	Optional Lesson 

Edit

Conventions	401
-----------------------	-----

Grammar, Usage & Mechanics

Dangling Modifiers	402
Prepositional Phrases	403

Publish

Presentation	404
------------------------	-----

Informative/Explanatory

Observation Report

What's an Observation Report?	406
Observation Report Model	409
Observation Report Rubric	410
Close Reading to Analyze the Model . .	412



Prewrite

Ideas	416
Organization	417

Draft

Organization	418
------------------------	-----

Revise

Voice	420
Word Choice	421
Sentence Fluency	422
Ideas	Optional Lesson 
Organization	Optional Lesson 

Edit

Conventions	423
-----------------------	-----

Grammar, Usage & Mechanics

Subject-Verb Agreement	424
More Subject-Verb Agreement	425

Publish

Presentation	426
------------------------	-----

 Optional Revising Lessons available at www.sfw.z-b.com

Table of Contents

Table of Contents

For teachers' inspection ONLY

Informative/Explanatory

Geographic Description

What's a Geographic Description? . . .	428
Geographic Description Model	431
Geographic Description Rubric	432
Close Reading to Analyze the Model . .	434



Prewrite

Ideas	438
Organization	441

Draft

Voice	442
-----------------	-----

Revise

Ideas	446
Word Choice	447
Sentence Fluency	448
Organization	Optional Lesson 
Voice	Optional Lesson 

Edit

Conventions	449
-----------------------	-----

Grammar, Usage & Mechanics

Adjectives and Adverbs	450
Comparative and Superlative Forms . .	451

Publish

Presentation	452
------------------------	-----

Informative/Explanatory

Poem

MATH CONNECTION

What's a Poem?	456
Poem Model	459
Poem Rubric	460
Close Reading to Analyze the Model . .	462



Prewrite

Ideas	466
Organization	467

Draft

Word Choice	468
-----------------------	-----

Revise

Ideas	470
Organization	471
Sentence Fluency	472
Voice	Optional Lesson 
Word Choice	Optional Lesson 

Edit

Conventions	473
-----------------------	-----

Grammar, Usage & Mechanics

Adjective Clauses	474
Adverb Clauses	475

Publish

Presentation	476
------------------------	-----

Table of Contents

Appendices

For teachers' inspection ONLY

Appendix A: Grammar Practice

Sentence Structure

Compound Subjects and Compound Predicates	479
Direct Objects and Indirect Objects	480
Predicate Nouns and Predicate Adjectives	481
Kinds of Sentences	482
Dependent Clauses and Independent Clauses	483
Adjective Clauses	484
Adverb Clauses	485
Run-on Sentences and Comma Splices	486

Parts of Speech

Common Nouns and Proper Nouns	487
Singular Nouns and Plural Nouns	488
Personal Pronouns	489
Compound Personal Pronouns	490
Possessive Pronouns	491
Relative Pronouns and Interrogative Pronouns	492

Articles	492
Demonstrative Pronouns and Demonstrative Adjectives	494
Prepositions	495
The Simple Tenses	496
Progressive Verb Forms	497
Emphatic Verb Forms	498
Transitive Verbs and Intransitive Verbs	499
Conjunctions	500
More Conjunctions	501

Grammar

Irregular Verbs	502
Subject-Verb Agreement	503
Auxiliary Verbs	504

Mechanics

Titles	505
Commas	506
More Commas	507
Semicolons and Colons	508
Brackets and Dashes	509

More Practice

Transitions

Table of Contents

For teachers' inspection ONLY

Appendix B: Rubrics

Index534

4-Point Rubrics

Narrative.....	522
Informative/Explanatory.....	523
Argument.....	524
Descriptive Elements in the Text Types	525

5-Point Rubrics

Narrative.....	526
Informative/Explanatory.....	527
Argument.....	528
Descriptive Elements in the Text Types	529

6-Point Rubrics

Narrative.....	530
Informative/Explanatory.....	531
Argument.....	532
Descriptive Elements in the Text Types	533

Table of Contents

Narrative writing

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Personal Narrative

Pages T4A–T29

This genre introduces students to narrative writing by encouraging them to connect writing to their own lives by drawing on personal experience.

- Prewrite** List things the audience should know about the topic.
Make a 5 W's Chart.
- Draft** Use the 5 W's Chart to stay focused and answer the audience's questions.
- Revise** Reorder sentences that seem out of place.
Use personal pronouns (*I, me*) to connect with the readers.
Choose precise and interesting words and phrases for effect.
- Edit** Make sure all sentences are complete.
- Publish** Publish the narrative in a class diary.

E-Mail

Pages T30A–T51

This genre teaches students about using the technology that permeates their lives in an effective and polite way—skills also used in writing letters.

- Prewrite** List the main idea or purpose for writing. Then list relevant details that support it.
Make a Main Idea Table.
- Draft** Use transition words to help the reader follow along.
- Revise** Make sure the tone is appropriate for the topic and the reader.
Avoid the use of slang. Use spell check as well as a dictionary to check spelling.
Check every sentence.
- Edit** Check for and fix any incorrect shifts in verb tense.
- Publish** Send the e-mail to the appropriate person.

Historical Episode

Pages T52A–T81

This genre gives students a chance to explore an episode from the past using the techniques of narrative fiction.

- Prewrite** Gather historical information from several references, including primary sources.
Make a Story Map.
- Draft** Maintain consistency in style and tone.
- Revise** Add historical details to make the story authentic.
Replace weak verbs with strong ones.
Use different kinds of sentences.
- Edit** Check to see that punctuation is correct.
- Publish** Include the historical episode in the hallway display case.

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Professional Development Podcasts and Screencasts

Go to www.sfw.z-b.com to access the variety of professional development **podcasts** and **screencasts**.

Unit Overview

Play

SCIENCE CONNECTION

Pages T82A–T109

Students will express their understanding of a scientific concept or event in the creative form of a play.

- Prewrite** Plan the plot and research details.
Use a Story Map to logically and effectively sequence events.
- Draft** Use specific nouns and powerful verbs.
- Revise** Write dialogue and stage directions that inform the reader.
Follow the Story Map.
Vary sentence patterns for meaning, reader or listener interest, and style.
- Edit** Check the use of conjunctions to join sentences.
- Publish** Perform the play.

Next Generation Narrative Assessment

Pages T110A–T131

Students will learn and practice how to take a next generation narrative assessment. They will learn to read and analyze the directions for each part of the assessment, plan their time effectively, and follow the steps of the writing process to write a narrative piece that includes evidence from sources they have examined.

- Prewrite** Respond to the assignment.
Choose a graphic organizer.
- Draft** Entertain the reader with lively, descriptive details and dialogue.
- Revise** Use transition words to clarify sequence.
Connect with the readers.
Use powerful verbs to give the writing energy.
- Edit** Check grammar, spelling, capitalization, and punctuation.



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For information, go to www.sfw.z-b.com

Also available: **Online Essay Grader and Writing Tutor**, powered by Vantage Learning's MY Access®.

Narrative

writing tells a story about real or imaginary events.



Hi, there! I'm Nina. I'm learning to write narratives at school, and I really think I'm going to like it. I share stories, both real and made up, with my friends and family. Sometimes I tell stories about experiments I do in science class or about interesting events in history. They always tell me I should write them down, and I can't wait to get started!

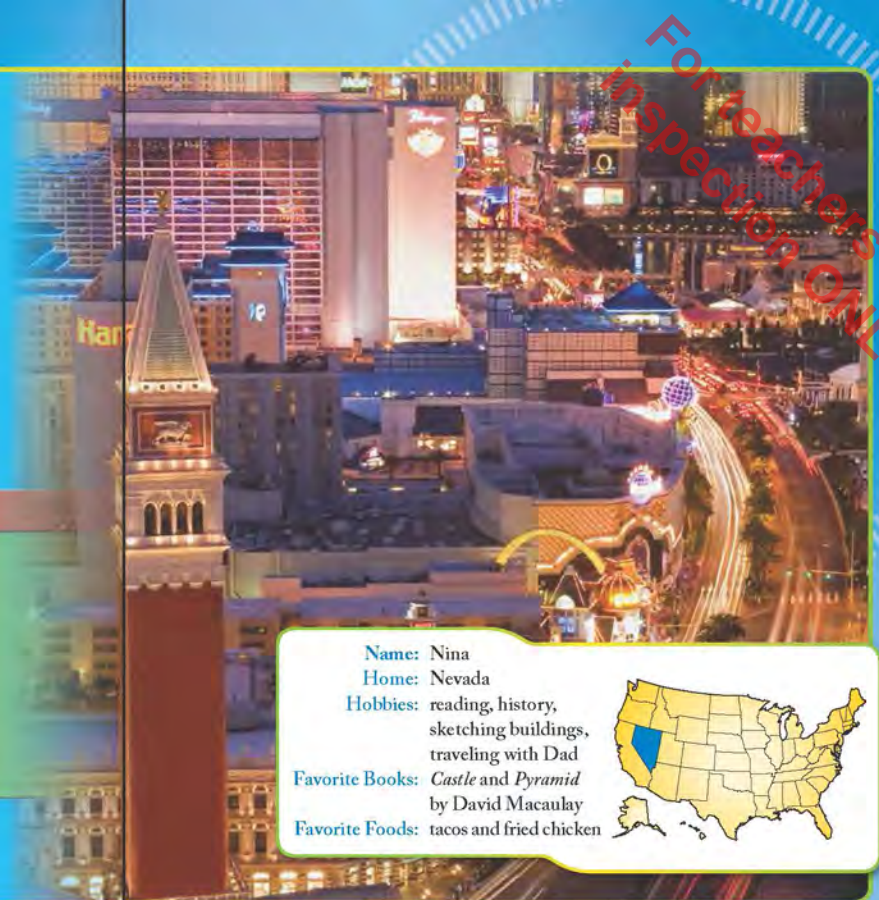
IN THIS UNIT

- Personal Narrative
- E-Mail
- Historical Episode
- Play
- Next Generation Narrative Assessment

SCIENCE CONNECTION



Play



Name: Nina

Home: Nevada

Hobbies: reading, history, sketching buildings, traveling with Dad

Favorite Books: *Castle and Pyramid* by David Macaulay

Favorite Foods: tacos and fried chicken



Meet Your Writing Partner, Nina

The writing partner for this chapter is Nina, a girl from Nevada. Invite students to discuss what they may or may not have in common with Nina, based on the information given about her. Also discuss how Nina's interests might influence what she chooses to write about. Elicit from students that Nina will use what she knows to make decisions about her topic and that this helps to make her writing special and real. Encourage students to use their own background knowledge, interests, and personalities as they write in the same way that Nina does. Narrative writing tells stories, and your students will have many interesting, unique, and authentic stories to tell.

To differentiate instruction and maximize student achievement, use the Extensions Online activities available at www.sfw.z-b.com.

Created by Amy Humphreys, Ed.M., these engaging activities can be used to meet a wide range of learner needs. Each activity uses a combination of visual, written, oral, and kinesthetic elements, and deliberately leverages the power of collaboration and conversation so students learn to think like writers in fun and engaging ways.

Introduce Personal Narrative

Week 1 • Day 1

Student Objectives

- Review the elements of a personal narrative. (p. 4)
- Consider purpose and audience. (p. 5)
- Learn the traits of narrative writing. (p. 6)

What's a Personal Narrative?

Ask for volunteers to share brief, memorable stories. It might be helpful to use a prompt, such as *I'll never forget the day I (we) _____*.

Explain that students are telling a specific type of narrative, or story, called the *personal narrative*. In this type of writing, an author writes about an event that occurred in his or her own life. Emphasize that personal narratives are written in first person (*I, me*).

What's in a Personal Narrative?

Reflect as a class on the narratives just shared by volunteers. Ask students to identify these elements of a personal narrative:

- Narrator
- Tone
- Sequence
- The 5 W's

Confirm students' understanding of these elements by reading aloud the definitions on page 4.

Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

What's a Personal Narrative?

It's a true story about an event that really happened to me. I think this kind of writing is fun because I get to write about something interesting, exciting, or even sad from my own life.

What's in a Personal Narrative?

Narrator

That's me! The narrator is the person who is telling the story. I've experienced many things that I'd like to tell people. Now I'll be able to share one of my stories with an audience!

Sequence

This is the order in which things happened. I'll describe the events of my story as they happened because I want my reader to understand the big picture, from beginning to end.

Tone

Tone is how I want my story to sound and how I want my readers to feel. I can change the tone depending on what I'm writing about. It sounds tricky, but it isn't. I might use short sentence patterns to build suspense, powerful verbs to create drama, or descriptive language to create a mysterious, sad, or funny tone.

The 5 W's

These are the details that tell the **who**, **what**, **when**, **where**, and **why** of my story. I'll use all of these in my story, but I have to remember to keep each detail vivid and true!



Narrative Text Exemplars (Personal Narrative)

Alcott, Louisa May. *Little Women*. Penguin, 1989. **CCSS**

Little Women is a story of the four March sisters as they grow up in 19th century New England. The sisters struggle to help their family while holding true to their own dreams.

Cisneros, Sandra. "Eleven." *Woman Hollering Creek and Other Stories*. Random House, 1991. **CCSS**

"Eleven" is a short story about a young girl who has an awful experience on her eleventh birthday. However, as she fights to be understood, she shows a maturity well beyond her years.

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Personal Narrative Planner

For teachers' inspection ONLY

WEEK 1

Day 1

Introduce Personal Narrative

Student Objectives

- Review the elements of a personal narrative.
- Consider purpose and audience.
- Learn the traits of narrative writing.

Student Activities

- Read and discuss **What's in a Personal Narrative?** (p. 4)
- Read and discuss **Why Write a Personal Narrative?** (p. 5)
- Read **Linking Narrative Writing Traits to a Personal Narrative.** (p. 6)

Day 2

Analyze Close Reading of the Model

Student Objectives

- Read a model personal narrative.

Student Activities

- Read **"A Journey Back in Time."** (pp. 7–9)

Day 3

Analyze Introduce the Rubric

Student Objectives

- Learn to read a rubric.

Student Activities

- Review **"A Journey Back in Time."** (pp. 7–9)
- Read and discuss the **Personal Narrative Rubric.** (pp. 10–11)

Day 1

Write Prewrite: Ideas

Student Objectives

- Read and understand a prewriting strategy.

Student Activities

- Read and discuss **Prewrite: Focus on Ideas.** (p. 16)
- Apply the prewriting strategy.

Day 2

Write Prewrite: Organization

Student Objectives

- Make a 5 W's Chart to answer *Who, What, Where, When, and Why.*

Student Activities

- Read and discuss **Prewrite: Focus on Organization.** (p. 17)
- Reflect on the model 5 W's Chart.
- Apply the prewriting strategy to create a 5 W's Chart.
- Participate in a peer conference.

Day 3

Write Draft: Ideas

Student Objectives

- Use a 5 W's Chart to begin writing.

Student Activities

- Read and discuss **Draft: Focus on Ideas.** (p. 18)
- Reflect on the model draft. (p. 19)
- Apply the drafting strategy by using a 5 W's Chart to write a draft.

WEEK 2

Day 1

Write Revise: Voice

Student Objectives

- Revise for first-person point of view.

Student Activities

- Read and discuss **Revise: Focus on Voice.** (p. 21)
- Reflect on a model draft.
- Apply the revising strategy.
- Participate in a peer conference.

Day 2

Write Revise: Word Choice

Student Objectives

- Revise for precise language.

Student Activities

- Read and discuss **Revise: Focus on Word Choice.** (p. 22)
- Reflect on the model draft.
- Apply the revising strategy.

Note: Optional Revising Lessons are located at www.sfw.z-b.com.

Day 3

Write Edit: Conventions

Student Objectives

- Edit for complete sentences.

Student Activities

- Read and discuss **Edit: Focus on Conventions.** (p. 23)
- Reflect on the model draft.
- Apply the editing strategy.

Note: Teach the Conventions mini-lessons (pp. 24–25) if needed.

WEEK 3

Resources at-a-Glance

Grammar, Usage & Mechanics

Sentence Fragments, Run-ons, and Comma Splices. T24
 Coordinating Conjunctions T25
 Grammar Practice T23–T25

Differentiating Instruction

Augment the Visuals, Use the Computer Lab. T15
 Write a Longer Story, Support the 5 W's T18
 Add Captions, Help With Visuals T26

For additional Differentiating Instruction activities, see Strategies for Writers Extensions Online at www.sfw.z-b.com.

English Language Learners

The 5 W's. T12–T13
 Retell Events, Making Notes T16
 Personal Pronouns, Using Precise Words. T20

Collaborative Conferencing

Peer to Peer T17, T19, T21
 Peer Groups. T17, T19, T21
 Teacher-Led T17, T19, T21

Tech Tips

Use Storyboards Online T14
 Reflect on Online Storyboards . . . T27

Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

Online Writing Center

Provides IWB resources, assessments, interactive games and practice activities, videos, eBooks, and a virtual file cabinet.

Day 4

Analyze Close Reading for the Traits

Student Objectives

- Read a model personal narrative.
- Use the personal narrative rubric.
- Use the model personal narrative to study Ideas, Organization, and Voice.

Student Activities

- Review “A Journey Back in Time.” (pp. 7–9)
- Read and discuss **Using the Rubric to Analyze the Model.** (pp. 12–13)

Day 5

Analyze Close Reading for the Traits

Student Objectives

- Read a model personal narrative.
- Use the personal narrative rubric.
- Use the model personal narrative to study Word Choice, Sentence Fluency, and Conventions.

Student Activities

- Review “A Journey Back in Time.” (pp. 7–9)
- Read and discuss **Using the Rubric to Analyze the Model.** (pp. 14–15)

Day 4

Write Draft

Student Objectives

- Complete a draft.

Student Activities

- Finish the draft. (p. 19)
- Participate in a peer conference.

Day 5

Write Revise: Organization

Student Objectives

- Revise sentence order to keep event sequence logical.

Student Activities

- Read and discuss **Revise: Focus on Organization.** (p. 20)
- Reflect on a model draft.
- Apply the revising strategy.

Day 4

Write Publish: +Presentation

Student Objectives

- Discuss preparation for publishing and presentation.
- Use a final editing checklist to publish their work.

Student Activities

- Read and discuss **Publish: +Presentation.** (p. 26)
- Apply the publishing strategy.

Day 5

Write Publish: +Presentation

Student Objectives

- Use a personal narrative rubric.
- Share a published personal narrative.

Student Activities

- Share their work.
- Use the rubric to reflect upon and evaluate the model and their own writing. (pp. 10–11, 27–29)

To complete the chapter in fewer days, combine the learning objectives and activities in a way that supports students as they write.

Why write a Personal Narrative?

There are plenty of reasons to write a personal narrative. I listed some here. I hope they will help me as I think about what I want to write.

Entertainment

Entertaining the reader is one good reason to write a personal narrative. Sometimes something happens to me that is so funny, exciting, or sad that I just want to share it with someone else.

Personal Reflection

Writing helps me reflect, or make sense out of the things I remember. Reflecting can help me understand how I've been affected by something I've experienced.

Information

Sometimes I might experience something that would be useful for others to read about. I can write my account in order to educate, instruct, or inform my reader.

Summary

Some things I've experienced would make long and complicated stories. Often there are many smaller details that lead up to one main event, so it's important for me to summarize only the details my reader really needs to know. It's also good to practice using my summarization skills, especially since I'll use them a lot in school.



Personal Narrative 5

Why write a Personal Narrative?

Explain that good writers always understand their purpose for writing and the audience that will be reading their work. Both the purpose and audience influence how the writer crafts his or her writing.

Read page 5 aloud. Ask students how the writing might differ according to the purpose and audience. For example, a writer might use a humorous tone, colorful descriptions, and clever anecdotes to entertain. However, a writer might use a more somber tone with a focus on personal feelings if he or she is writing for personal reflection. When writing to inform, a writer is more likely to include some facts and explain how and why events took place.

Conclude by explaining to students that they are going to study and practice strategies for writing a personal narrative.

Greenwald, Lisa. *My Life in Pink & Green*. Amulet Books, 2010. Lucy is a 12-year-old girl living in small-town Connecticut. When she finds out that the pharmacy run by her mom and grandmother is in danger of foreclosure, Lucy tries to drum up business by offering makeup tips and applications. This idea evolves into creating an eco-spa once Lucy joins her school's Earth Club. *My Life in Pink & Green* is an inspiring story that tackles large issues in an uplifting manner.

Taylor, Mildred D. *Roll of Thunder, Hear My Cry*. Puffin Books, 2004. **CCSS** *Roll of Thunder, Hear My Cry* is the story of an African American family's struggle to keep their honor and pride intact as they face racism in Mississippi during the Depression. As the family fights to stay together, the children harden against social injustice and bigotry.

CCSS **Common Core State Standards** (pp. Z20–Z30)
Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.6

Introduce Personal Narrative

Linking Narrative Writing Traits to a Personal Narrative

Read page 6 aloud to help students understand that they will follow Nina as she models how to use the writing process and the narrative writing traits together. A good personal narrative will focus on one event, provide vivid sensory details, describe events in chronological order, and be told in a voice appropriate for the subject. Tell students they will read a model personal narrative as an example of how one writer used narrative writing traits.

Linking Narrative Writing Traits to a Personal Narrative

In this chapter, you will write a story about an experience you want to share. This type of narrative writing is called a personal narrative. Nina will guide you through the stages of the writing process: Prewrite, Draft, Revise, Edit, and Publish. In each stage, Nina will show you important writing strategies that are linked to the Narrative Writing Traits below.

Narrative Writing Traits

Ideas	<ul style="list-style-type: none">• a single, focused topic with relevant, engaging details that develop the experiences or events• a narrator or characters that bring the story to life
Organization	<ul style="list-style-type: none">• well-structured and logical event sequences, often in chronological order, that guide the reader through the story• an engaging beginning and a satisfying conclusion that reflects on the story's events• a variety of transition words that signal time or setting changes
Voice	<ul style="list-style-type: none">• a voice that is appropriate for the audience and purpose• dialogue, if used, is realistic and helps develop the characters and story
Word Choice	<ul style="list-style-type: none">• precise, descriptive words and phrases
Sentence Fluency	<ul style="list-style-type: none">• a variety of sentences that flow and are a pleasure to read aloud
Conventions	<ul style="list-style-type: none">• no or few errors in grammar, usage, mechanics, and spelling

Before you write, read Melanie Van der Hoff's personal narrative on the next three pages. Then use the personal narrative rubric on pages 10–11 to decide how well she did. (You might want to look back at What's in a Personal Narrative? on page 4, too!)

6 Narrative Writing

Narrative Writing Traits in a Personal Narrative

Ideas

Ideas Details that answer the 5 W's will acquaint the reader with the narrator or characters and make the reader feel like part of the experience.

Organization

Organization Transition words organize events into a logical sequence. A strong introduction engages the reader, and a satisfying conclusion wraps up the events.

Voice

Voice Using first-person point of view and an energetic voice is appropriate in a personal narrative.

Online Writing Center



Provides six **interactive anchor papers** for each text type.

A JOURNEY BACK IN TIME

by Melanie Van der Hoff

Narrator

The older people in our family used to talk often about World War II. The years were passing, but the men's memories of fighting to free Europe remained strong. Then the movie *Saving Private Ryan* came out in 1998, and Uncle Harry knew he had to go back to see France again. I was lucky enough to be one of the family members who went with him that year. The area that our visit would primarily focus on was the Normandy Beaches. About 150 miles to the west of Paris, these beaches were the landing spot in June 1944 for 175,000 British, American, and Canadian forces. They had crossed the English Channel from Britain in boats and planes. Their goal was to retake Europe from Nazi Germany. Uncle Harry was one of the soldiers who made the landing.

Why

The journey back in time began when our plane landed in Paris.

This beautiful city became the headquarters for our trip. From a small hotel in the district called the Latin Quarter, it was an easy Metro, or subway, ride to the city's main attractions. We strolled along the Seine River, stood in line for the elevators to the top of the Eiffel Tower, and saw the *Mona Lisa* at the Louvre Museum. But these sights, though impressive, were not the real reason for our trip.



Personal Narrative 7

For teachers' inspection ONLY

Analyze Close Reading of the Model

Week 1 • Day 2

Student Objectives

- Read a model personal narrative. (pp. 7–9)

Read the Model

Read aloud “A Journey Back in Time.” Post on the board some questions for students to think about as they read so they will be ready to discuss the personal narrative later on.

- How does the setting (where, when) affect the story told by the author?
- What details do you find most memorable? Why?
- How are the events organized? How do you know?
- How does the first-person point of view affect how you connect with the story?

Elements of a Personal Narrative

Have students refer to What’s in a Personal Narrative? on page 4 as you refer to the model. Discuss the notes on the model to enhance students’ understanding of the terms, such as *narrator* and *5 W’s*.

Word Choice

Word Choice Good writers use precise words and phrases to bring their stories to life. Original choice and use of words will make a writer’s work stand out.

Sentence Fluency

Sentence Fluency A variety of sentence types and structures is used in a good narrative to give the writing energy and flow. The writing is a pleasure to listen to or to read aloud.

Conventions

Conventions A good writer carefully edits his or her work prior to publishing. Mistakes in spelling, punctuation, capitalization, and grammar will confuse the reader and obscure the author’s purpose.

CCSS Common Core State Standards (pp. Z20–Z30)
 Writing: W.7.6
 Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.6

On the fourth day, we rented a car and set out for our true destination. Meandering north through the French countryside, we saw ancient, sleepy villages as well as some with a more modern appearance. Uncle Harry explained that these newer-looking towns had probably been bombed out during the war and then rebuilt.

Within a few hours, we were approaching the invasion area.

Sequence

Our guidebooks and maps traced out a quiet route along the coast. From our car, we saw the remains of German artillery in two different areas. The ancient, rusting hulks, once so threatening to the Allied invaders, sat placidly in the sun. We joined the few tourists walking around one site, touching the artillery, and looking out to the sea. Uncle Harry did not want to get out of the car, though. He was saving his strength for the two things he had really come to see.

The first of these was the area called Omaha Beach. A long, open stretch of land, this was the main invasion area for the American forces. I recalled the chaotic scenes from *Saving Private Ryan*, the soldiers shouting and dying everywhere, the boats and artillery all around. What a contrast with the quiet scene on the day we visited! Few, if any, signs of the great struggle remained. There was a family camping area nearby, and on the beach lay groups of teenagers sunbathing. I wondered if anyone in their families had ever shared wartime recollections with them. Uncle Harry shook his head almost sorrowfully. "It's all so different now," he whispered.

I wondered if Uncle Harry was ready for the other site he had wanted to visit: the American cemetery overlooking Omaha Beach. One look at his determined face, though, gave us our answer.

Books for Professional Development

Heitman, Jane. *Teach Writing to Older Readers Using Picture Books: Every Picture Tells a Story*. 2nd ed. Santa Barbara, CA: Linworth Publishing, 2005. This resource explains how to use the unique style of picture books to teach the basic literary elements of character, point of view, setting, plot, style, and theme and to improve students' writing and literacy skills.

Peregoy, Suzanne F., and Owen F. Boyle. *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*. 4th ed. Boston: Allyn & Bacon, 2004. This is an outstanding resource book for elementary and secondary teachers who work with ESL students.

Tompkins, Gail E. *Teaching Writing: Balancing Process and Product*. 4th ed. Upper Saddle River: Prentice Hall, 2003. This book contains information on teaching



Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

The American cemetery is one of the most impressive sites you will ever see. More than 9,000 soldiers killed on invasion day or soon after are buried there. The white crosses, interrupted now and then by Stars of David, are lined up in rows as far as one can see. The simple birth and death dates engraved on the grave markers tell nothing of the agony those soldiers endured. And some graves are not even identified. Engraved on these headstones are the words "HERE RESTS IN HONORED GLORY A COMRADE IN ARMS KNOWN BUT TO GOD."

Tone

Uncle Harry had never given us the particulars, but we knew that several of his close buddies had died on Omaha Beach. Now we asked him if he wanted to look for any of their graves. Too choked up with emotion to speak, Uncle Harry stood at the memorial in the center of the cemetery and shook his head no. He had done his duty just by going there. And it felt as if, by accompanying him and bearing witness to what he had endured, we had done our duty, too.



Personal Narrative 9

writing strategies and processes for Grades K–8 through writing workshops, literature focus units, and thematic units. Numerous authentic children’s writing samples are interspersed throughout the material, along with the author’s well-respected mini-lessons and thoughtful discussion of performance-based tools for assessment.

Wood, Karen D., and Janis M. Harmon. *Strategies for Integrating Reading and Writing in Middle and High School Classrooms*. Westerville, OH: NMSA, 2001.

These easy-to-use, research-based strategies are designed to improve students’ performance and interest in course content by increasing the time they spend reading and writing. Each chapter addresses a topic relevant to middle school and high school literacy and offers sample lessons to illustrate the application to various subject areas.

CCSS Common Core State Standards (pp. Z20–Z30)
Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c,
SL.7.1d, SL.7.2, SL.7.3, SL.7.6

Write Personal Narrative

Week 2 • Day 1

Student Objectives

- Read and understand a prewriting strategy. (p. 16)

Prewrite

Focus on **Ideas**

Collect Details Read page 16 aloud. Point out that prior to drafting her story, Nina collected notes on the Mystery Spot, writing down every important detail she could remember. Explain that, although she focused on visual details, she also included several observations or reflections regarding her visit to the Mystery Spot. Encourage students to collect as many details as possible so they will be able to select the best details. They should understand that the more details they collect about their event, the easier it will be to write a strong and engaging story.

Prewrite

Focus on **Ideas**

The Rubric Says The narrative orients the reader to and focuses on one event.

Writing Strategy List things the audience should know about the topic.



My dad took me to see the Mystery Spot in California. Right away, I knew I wanted to design buildings as cool as this.

When my teacher asked us to write a personal narrative, I chose the Mystery Spot. There is so much I could say, but I wanted to focus on things my audience would want and need to know. I made notes listing important points. That was my strategy. Here are my notes.

Notes About the Mystery Spot

- ✓ first visited Mystery Spot two years ago with Dad
- ✓ a couple of miles from downtown Santa Cruz, California
- ✓ Mystery Spot is on a hill, in the redwoods
- ✓ stand on 2 x 4s, smaller person looks taller (Dad and a kid)
- ✓ board sticking out of window—does the ball roll up?
- ✓ floor at 30-degree angle; pendulum easier to push one way than the other
- ✓ not really gravity—Dad got the answers
- ✓ psychologist from U. of California checked out Mystery Spot
- ✓ angles, tilts, and hill create optical illusions (define)
- ✓ loved the Mystery Spot, and loved the explanation
- ✓ made me want to be a creative builder, too

Write

Pick an event that you want to tell others about. Gather information by making notes on what you saw.

16 Narrative Writing

English Language Learners

BEGINNING/INTERMEDIATE

Retell Events Tell a very brief story using simple words that students know. Try to include all of the 5 W's. Have volunteers retell the story, one event at a time. Tell students, *A story is a narrative.* Have students repeat the sentence. Write it on the board. Have students say the sentence again, first as a group and then individually. Repeat the process for the sentence *A story about you is a personal narrative.* Review usage of the pronouns *I* and *me*.

ADVANCED/ADVANCED HIGH

Making Notes Ask students to think of a fun story about themselves. As each student tells the story to a partner, the partner should make notes on a piece of paper. After the story is completed, have students review the notes that their partners wrote. Have students switch roles and repeat the activity. Finally students should add further details to their notes.

Online Writing Center



Provides **interactive graphic organizers** as well as a variety of graphic organizers in PDF format.

T16 Narrative Writing

For teachers' inspection ONLY

Prewrite

Focus on **Organization**

The Rubric Says Ideas are organized to unfold naturally and logically.

Writing Strategy Make a 5 W's Chart.

Before I write, I'll fill out a 5 W's chart. With all my information organized, it will be easy to keep all the events in a logical order as I write. I want the narration to flow naturally from one idea or event to the next.

Writer's Term

Sequence

Sequence is the order in which information is organized. It is important to make sure that information included is organized in a way that makes sense to the reader.

5W's Chart

What happened?

- visited Mystery Spot
- stood on 2 x 4s
- smaller person looks taller; board sticking out of window
- floor at 30-degree angle; pendulum
- Mystery Spot made me want to design buildings

Who was there?

- Dad and I

Why did it happen?

- not really gravity—Dad got the answers
- psychologist from U. of Cal. checked out Mystery Spot
- angles, tilts, and hill create optical illusions (define)

When did it happen?

- first visited two years ago

Where did it happen?

- on a hill, a couple of miles outside of Santa Cruz, in the redwoods

Analyze

Why does including all of the 5 W's make a good narrative?

Write

Organize your ideas by using your own notes to make a 5 W's Chart.

Personal Narrative 17

Collaborative Conferencing

PEER TO PEER Once students' 5 W's Charts are complete, have pairs exchange charts. Instruct students to review each other's charts and comment on which of the 5 W's needs more details.

PEER GROUPS Assemble students in groups of three or four. Have students pass their 5 W's Charts to the left around the group. Students should read each chart and write a question they would like the narrative to answer on an adhesive note that they affix to the chart.

TEACHER-LED Hold conferences with pairs of students. Have students read each other's charts. Then have them point out one detail that they found interesting and ask one question they would like to see answered in the narrative. Coach students on giving constructive feedback by prompting them with questions and ideas.

Write Personal Narrative

Week 2 • Day 2

Student Objectives

- Make a 5 W's Chart to answer *Who, What, Where, When, and Why.* (p. 17)

Prewrite

Focus on **Organization**

Organize Ideas Explain that writers use different types of organizers to put their ideas in order. Nina used a 5 W's Chart to help her organize the details she had already written down.

(Go to www.sfw.z-b.com for the downloadable graphic organizer.) Have students study the organizer and then ask how a 5 W's Chart can be an effective tool when writing a personal narrative.

(Possible response: A 5 W's Chart helps keep track of the important information needed to write a good narrative.)

Writer's Term

Sequence is the order in which information is organized. Using a 5 W's Chart helps students organize the details necessary to convey an experience. The chart will also help organize the details in a logical order and alert the writer when vital information is missing.

CCSS Common Core State Standards (pp. Z20–Z30)
Writing: W.7.3a, W.7.4, W.7.5, W.7.6, W.7.10
Language: L.7.6
Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.6

Write Personal Narrative

Week 2 • Day 3

Student Objectives

- Use a 5 W's Chart to begin writing. (p. 18)

Draft

Focus on **Ideas**

Draft a Personal Narrative Read page 18 aloud. Ask students to explain what it means to draft a personal narrative. Be sure students understand that they will use their 5 W's Chart to guide them through the drafting process.

Point out that, like Nina, students should not be overly concerned with correctness at this point. The main goal is to get their ideas down on paper or into a computer; they will have plenty of time to correct spelling, grammar, and punctuation later. If they are writing their drafts in class, plan and facilitate time for writing, conferences, and reflection.

Explain that students will go through each step of the writing process to create their final copy. Editing is only part of the process.

Note: To help facilitate editing when the time comes, proofreading marks are provided as a reference on page 19.

Online Writing Center



Provides an **interactive writing pad** for drafting, revising, editing, and publishing.

Draft

Focus on **Ideas**

The Rubric Says The narrative orients the reader to and focuses on one event. Memorable description of the 5 W's develops the experience and answers the audience's questions.

Writing Strategy Use the 5 W's Chart to stay focused and answer the audience's questions.

I'm going to use my 5 W's Chart to write my draft. The rubric says to focus on one event, and to use memorable details to answer the 5 W's. Well, my chart is already complete, so now I'll use it as a guide while writing to keep me focused on the main topic.

I'll open my narrative by describing where I went (Santa Cruz, California) and what I did there (visited the Mystery Spot). I'll use loads of interesting and vivid details to help the reader visualize my trip. The rest of the 5 W's will be answered throughout my narrative. I'll worry about spelling and grammar later. Right now I just need to get started!



18 Narrative Writing

Differentiating Instruction

ENRICHMENT

Write a Longer Story Have students write a longer, more in-depth personal narrative. Challenge them to include as many details as possible in their 5 W's Charts and to write a story that exceeds a minimum length you assign (say, three pages). Explain that one way to add length and depth to the story is to share personal reflections on what the experience meant to the writer.

REINFORCEMENT

Support the 5 W's To help your students understand what an audience needs to know to thoroughly enjoy a narrative, facilitate a discussion about a movie most of them have seen. As students provide details, stop them and ask: *Was the detail just given important? Would someone who has not seen the movie need to know that detail? Which of the 5 W's does that detail answer, if any?*

For teachers' inspection ONLY

Proofreading Marks

- ☐ Indent
- ≡ Make uppercase
- ✓ Make lowercase
- ^ Add something
- ✂ Take out something
- ⋅ Add a period
- ¶ New paragraph
- ⓧ Spelling error

[DRAFT]

[starts with something to think about]

A Visit That Inspired Me

[where, when, who, what]

I've heard the saying that you can't learn everything you need to know in your own backyard. I'm not sure that's exactly true.

I do think you can learn a lot of things on trips to interesting places, though. When I first visited the Mystery Spot two years ago with my dad, we were traveling to California. I learned two important things. One is that buildings can be designed in very interesting ways. The other is that I might want to design some interesting buildings myself.

The Mystery Spot is just a few miles from downtown Santa Cruz, in the middle of some redwoods. Dad and I had noticed it on our way into the city. Then the desk clerk at our motel told us that we should stop there, that it was really worth seeing. So the next day we decided to make a special trip to the Spot. The signs along the road made it easy to find the place.

Analyze

What do you think? How do Nina's introductory details grab and hold the reader's interest?

Write

Write a draft using interesting details from your 5 W's Chart to grab your audience's attention.

Personal Narrative 19

For teachers' inspection ONLY

Write Personal Narrative

Week 2 • Day 4

Student Objectives

- Complete a draft. (p. 19)

Continue Drafting It is important that students are given ample time to draft their personal narratives. As conferencing is important throughout the writing process, be sure to also plan time for peer-to-peer, peer group, or teacher-led conferences. Remind students that this is the time to get their ideas down on paper in a creative and engaging way. Assure them that they will have plenty of time to fix any mistakes later.

Collaborative Conferencing

PEER TO PEER Have partners exchange drafts. Ask students to comment on their partner's use of the 5 W's and tell which of the W's he or she would like to know more about. Remind students to speak respectfully to one another.

PEER GROUPS Have students work in groups of three. Tell students to take turns reading their draft aloud. The other students should comment by telling their favorite part of the draft and pointing out one place where they thought information was missing.

TEACHER-LED Hold individual conferences with students. Ask students to explain to you how their drafts are organized and where they answered the 5 W's. Give suggestions about how students can improve the organization of their narratives.

CCSS Common Core State Standards (pp. Z20–Z30)
Writing: W.7.3a, W.7.3b, W.7.3d, W.7.4, W.7.5, W.7.6, W.7.10
Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.6

Write Personal Narrative

Week 2 • Day 5

Student Objectives

- Revise sentence order to keep event sequence logical. (p. 20)

Revise

Focus on **Organization**

Reorder Sentences Read page 20 aloud. Discuss the importance of logical sentence order. Have one volunteer read aloud the draft excerpt without the revisions, and then have another volunteer read the revised excerpt. Point out how much clearer Nina's writing is after her revisions.

Remind students that when revising their own drafts, they should pay close attention to sentence order. If they find that some of their ideas are confusing or unclear, simply rearranging some sentences could be helpful. If students are writing their drafts by hand, suggest ways for them to indicate revisions:

- Write on every other line in order to leave space for revisions.
- Use a colored pencil to draw lines and arrows to move sentences.
- If a sentence needs to be moved, mark that sentence with a letter in a circle; then place the same letter at the spot where the sentence should be placed.

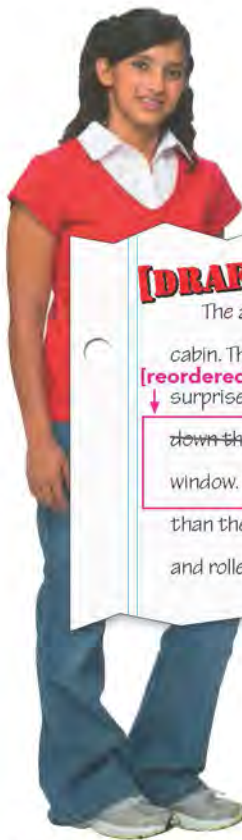
Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

Revise

Focus on **Organization**

- The Rubric Says** Ideas are organized to unfold naturally and logically.
- Writing Strategy** Reorder sentences that seem out of place.



I thought the sentences in my narrative were organized well when I read it over. They take the reader through the story in a logical order. However, in the paragraph about the ball rolling up the board, I can see that if I change the order of the sentences just a little, this scene would make a lot more sense.

[DRAFT]

The area where things began to get really bazaar was the cabin. This structure looked old and wore down. Filled with surprises. When we walked up to the cabin, the guide rolled a ball down the long board. We saw a long board sticking out a front window. It was pretty obvious that the end sticking out was higher than the end resting inside. Then the guide rolled a ball down the board. The ball went a little way it stopped and rolled right back up! What was going on here?

Write

Are your sentences in a logical order? Revise them as necessary to make sure they make sense to the audience.

English Language Learners

BEGINNING/INTERMEDIATE

Personal Pronouns Review usage of the first-person pronouns *I*, *me*, and *my*. Give several simple examples, such as *I live in Texas*, *Mom loves me*, and *My name is Ana*. Write other examples on the board, but do not include the pronouns. Have Beginning ELLs fill in the appropriate pronouns, and ask Intermediate ELLs to check for mistakes.

ADVANCED/ADVANCED HIGH

Using Precise Words Write a generic word, such as *good*, on the board. Use the Web or Continuum Scale graphic organizer to brainstorm other words that have the same meaning as *good* or have stronger meanings. For example, on a Continuum Scale, you could write *good*, *all right*, *fine*, *fantastic*, *incredible*, *amazing*, *awesome*, *magnificent*, *stellar*, and so on. Tell students to use this idea when choosing words for their personal narratives.

For teachers' inspection ONLY

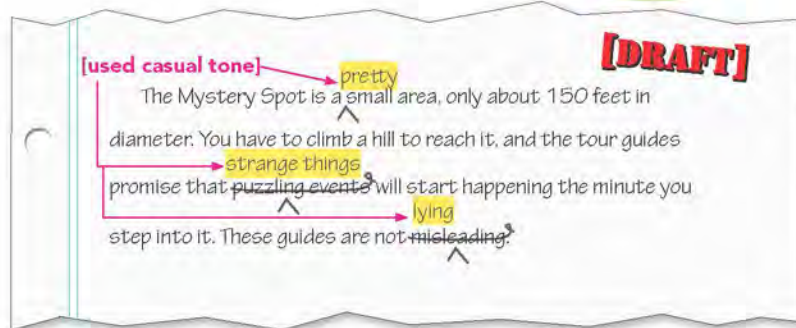
Revise

Focus on **Voice**

The Rubric Says The writer makes a strong connection with the reader by using first-person point of view and a personal tone.

Writing Strategy Use personal pronouns (*I, me*) to connect with the readers.

My job as a narrator is to help my reader fully connect with and understand my story. I use first-person pronouns throughout my narrative, but I did find an area where my voice is a bit too formal. I will make some revisions now to create a more casual tone.



Analyze

What do you think? How do Nina's revisions help her connect with the reader?

Write

Revise your writing to use first-person point of view and a casual tone to connect with the reader.

Personal Narrative 21

Collaborative Conferencing

PEER TO PEER Have pairs of students exchange drafts. Have students lightly circle in pencil words or phrases that are not consistent with the writer's voice.

PEER GROUPS Have students work in groups of four and pass their drafts around the group. Tell each student to point out one place in each draft where the writer could include a first-person comment or use language that is less formal.

TEACHER-LED Hold conferences with groups of three students. Have students read each other's drafts; then facilitate a discussion about either organization or voice. Encourage students to offer examples of where the trait is particularly strong and point out places where revisions could be made.

Write Personal Narrative

Week 3 • Day 1

Student Objectives

- Revise for first-person point of view. (p. 21)

Revise

Focus on **Voice**

Connect with Readers Explain to students the importance of connecting with the audience, adding that voice is one tool writers use to accomplish this. The choice of language, tone, point of view, and style all affect a writer's voice.

A good writer will keep the purpose and the audience in mind when determining the voice he or she wants to use. Remind students that their purpose is to tell a story, and their audience consists of their peers. Explain that when writing a personal narrative, first-person point of view is most appropriate. Using the pronouns *I* and *me* tells the reader who the narrator is (the author) and helps the audience engage with the author's point of view.

Remind students that the tone and language a writer uses also affect his or her voice. Using language that is too formal will make it hard for readers to identify with the events and emotions within a personal narrative.

CCSS Common Core State Standards (pp. Z20–Z30)
Writing: W.7.3a, W.7.3d, W.7.4, W.7.5, W.7.10
Language: L.7.3a, L.7.6
Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.6

For teachers' inspection ONLY

Write Personal Narrative

Week 3 • Day 2

Student Objectives

- Revise for precise language. (p. 22)

Revise

Focus on **Word Choice**

Use Precise Language Read page 22 aloud. Remind students that a narrative writer's goal is to connect with the reader and share an experience. Overused and boring words will not accomplish this. However, when a writer uses precise, descriptive language, it is easy for the reader to engage with the story and share the writer's experience.

Nina was intrigued and excited by the strange things she experienced at the Mystery Spot. She wants her readers to feel the same way but knows some of her language is too vague or boring. Nina's revisions paint a more precise and vivid picture for the reader and add energy to her writing. Encourage students to review their narratives and replace vague or overused words with precise and interesting words and phrases.

Revise

Focus on **Word Choice**

The Rubric Says Precise words and phrases convey the experience and bring the story to life.

Writing Strategy Choose precise and interesting words and phrases for effect.



I want my reader to feel as excited as I felt when I visited the Mystery Spot. But some sections of my draft are boring. I'll add some precise and interesting words to liven things up, just as the rubric says.

[DRAFT]

[added specific phrases] → from work

A few days later, Dad come home with some answers. One of his coworkers told him that a psychologist from the University of California had checked out the place. He discovered that all the strange things we had experienced are based on optical illusions.

→ or sights that appear different from what they really are

Remember that the Mystery Spot was built on a hill. That, along with the angles and walls, confuses people into thinking things is not level—when they actually are.

[added interesting words] → crazy → tilted

Write
 Add specific and interesting words to your draft to bring your story to life.

Optional Revising Lessons

Ideas

Write a Personal Narrative

Revise

Focus on **Details**

The Rubric Says Make a clear description of the 5 Ws develops the experience and answers the reader's questions.

Writing Strategy Add details that relate to the topic sentence in each paragraph.

Writer's Term **Topic Sentence** The topic sentence states the main idea of a paragraph. Where it is often the first sentence in the paragraph, it may also be positioned in the middle or at the end.

Writer's Term **Supporting Detail** A supporting detail is an example, anecdote, or fact that supports a larger idea. All supporting details in a paragraph should relate to the topic sentence.

[topic sentence] [DRAFT]

The inside of the cabin was just an average room. The floor seemed to be polished, and it was very hard to walk there. People seemed as if they were sitting on small stools over at any minute, and a few people held on to the railings because they were feeling dizzy.

[added interesting words]

Write Make sure all of your paragraphs have topic sentences. Then add memorable, supporting details where needed.

Strategy for Writer's Guide 1 • Narrative Writing 1 • Personal Narrative • Use on page 20-21

Narrative 1

Sentence Fluency

Write a Personal Narrative

Revise

Focus on **Sentence Fluency**

The Rubric Says Vary in sentence length and beginning to writing. The revised flows smoothly.

Writing Strategy Use a blend of long and short sentences.

The rubric says to use sentences that vary in length to help my narrative flow smoothly. That makes sense. When I speak, I use both short and long sentences, so why not do the same thing in my writing? In fact, because one short sentence stands out among longer ones, it draws attention to itself. Therefore, I can use a short sentence to emphasize a point. Notice how my revision below emphasizes my love of the Mystery Spot and also creates a natural rhythm and flow.

[DRAFT]

I loved the Mystery Spot and when I heard this explanation, I loved it even more. It showed me that people could design rooms or other buildings to create all sorts of impressions.

[added a short sentence for effect]

Write Include sentences of varying lengths in your writing for perfect flow to help your narrative flow smoothly.

Strategy for Writer's Guide 2 • Narrative Writing 2 • Personal Narrative • Use on page 20-21

Narrative 2

Online Writing Center



Provides **interactive proofreading activities** for each genre.

The Rubric Says Conjunctions are used correctly in compound sentences, and all sentences are complete.

Writing Strategy Make sure all sentences are complete.

Writer's Term

Sentence Fragment

A **sentence fragment** is a group of words that begins with a capital letter and ends with a period or other end punctuation but does not state a complete thought.

Writer's Term

Run-on Sentence

A **run-on sentence** is two simple sentences that are run together and not joined correctly.

I'm almost done! Now I just have to check my spelling, punctuation, and capitalization. The rubric says all sentences should be complete, and conjunctions should be used properly. I'll keep my eyes open for these things, too.

[DRAFT]

The area where things began to get really ~~bazaar~~ was the cabin. This structure looked old and worn down, filled with surprises.

[corrected sentence fragment]

bizarre
n. but it was
filled with

Analyze

What do you think? How did Nina do with her grammar, spelling, and punctuation? Can you find any incomplete sentences?

How did Nina's editing help to clarify meaning in her writing?

Write

Your turn! Edit your draft for spelling, punctuation, and capitalization. Make sure all sentences are complete and conjunctions are used properly.

For more practice fixing incomplete sentences and using conjunctions correctly, use the exercises on the next two pages.

Conventions

For teachers' inspection ONLY

Write
Personal Narrative

Week 3 • Day 3

Student Objectives

- Edit for complete sentences. (p. 23)

Edit

Focus on Conventions

Edit for Accuracy Remind students to go back and correct any mistakes in punctuation and capitalization. Explain that computers have a spell-check option that can be very helpful; however, this function will not catch commonly misused words, such as *to*, *too*, and *two*.

Use the mini-lessons on pages T24 and T25 for students having trouble with sentence fragments or run-on sentences; then have students complete pages 24 and 25.

Writer's Term

Sentence Fragment Remind students to ask themselves *who* is doing *what*. If either question cannot be answered, they have a sentence fragment.

Writer's Term

Run-on Sentence Review that a comma indicates a small pause and a period indicates a longer pause.

Related Grammar Practice

The image shows three pages of grammar practice from Appendix A. The first page is titled 'Run-on Sentences and Comma Splices' and explains the difference between a run-on sentence and a comma splice, providing examples and rules for correction. The second page is titled 'Conjunctions' and lists various types of conjunctions (coordinating, subordinating, and correlative) with their uses and examples. The third page is titled 'More Conjunctions' and provides additional examples and rules for using conjunctions correctly in sentences.

Write Personal Narrative

Week 3 • Day 4

Student Objectives

- Discuss preparation for publishing and presentation. (p. 26)
- Use a final editing checklist to publish their work. (p. 26)

Publish + Presentation

Publishing Strategy Explain to students that publishing her personal narrative in the class's diary is an excellent way for Nina to share her story with a wider audience. She feels confident that most classmates (her audience) will share in her excitement about the Mystery Spot, and her publishing choice suits her purpose.

As an alternative to a class diary, ask students to make a list of different ways they could collectively publish their personal narratives. The class may wish to create a magazine that documents personal narratives or a "true story" journal of collected stories. Provide students with examples of magazines to allow them to study layouts and magazine features. After publishing, be sure to place the narratives in a location where students can access them easily during free time.

Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

Publish

+Presentation

Publishing Strategy Publish the narrative in a class diary.

Presentation Strategy Use photographs or illustrations to help tell the story.

That was fun to write, and it will be even more fun to share. I think I'll publish my personal narrative in our class diary so my classmates can share in the mystery of the Mystery Spot. I'll use some photographs from my trip to give even more details of my adventure. I'll be sure to place the photos near the appropriate text to avoid confusion. I'll be sure my work is neat and readable, whether I write it by hand or use a computer. I'll also need to read it one last time to make sure it includes all the items on my checklist.

My Final Checklist

Did I—

- fix any incomplete sentences?
- correctly use coordinating conjunctions?
- use helpful and properly placed photographs or illustrations?
- neatly handwrite or type my paper?
- put my name on each page of my narrative?

Write

Make a checklist for your own personal narrative. Then make a final draft to publish.

Differentiating Instruction

ENRICHMENT

Add Captions Have students conduct research to find photos and illustrations of real places or events that relate to their personal narratives. Have them write short captions identifying each illustration. Tell students their captions should be accurate and interesting.

REINFORCEMENT

Help With Visuals Conference with individual students to help them brainstorm ideas for visuals to accompany their personal narratives. Allow students to include just one photo or illustration if they are struggling to find ideas or locate visuals.

For teachers' inspection ONLY



A VISIT THAT INSPIRED ME

by Nina

I've heard the saying that you can't learn everything you need to know in your own backyard. I'm not sure that's exactly true. I do think you can learn a lot of things on trips to interesting places, though. When I first visited the Mystery Spot two years ago with my dad, we were traveling in California. I learned two important things. One is that buildings can be designed in very interesting ways. The other is that I might want to design some interesting buildings myself.

The Mystery Spot is just a few miles from downtown Santa Cruz, in the middle of some redwoods. Dad and I had noticed it on our way into the city. Then the desk clerk at our motel told us that we should stop there, that it was really worth seeing. So the next day we decided to make a special trip to the Spot. The signs along the road made it easy to find the place.

The Mystery Spot is a pretty small area, only about 150 feet in diameter. You have to climb a hill to reach it, and the tour guides promise that strange things will start happening the minute you step into it. These guides are not lying. For example, one of the first things you see is 2×4 s that stretch across two pieces of concrete. Our guide asked for volunteers to stand at each end of a 2×4 . My dad and a kid several inches shorter volunteered, and then they traded places. It looked like the kid was taller than my dad! I could tell right away that I was going to like this place.

The area where things began to get really bizarre was the cabin. This structure looked old and worn down, but it was filled with surprises.

Personal Narrative 27

Tech Tips

Online Templates

Reflect on Online Storyboards Consider leading students to examine how working from an image or a sound early in their writing impacted the emotion within their personal narrative. Did they dig deeper into a memory or use stronger language? How did the sequencing of images lead—or constrain—the stories they meant to tell? As important as it is for students to think with images or other media as they prewrite and draft, reflecting on how they used those as writers to create a smarter narrative should be part of the process. Reflection can be written, expressed during a discussion, recorded in a writer's notebook or blog, and so on.

Write Personal Narrative

Week 3 • Day 5

Student Objectives

- Use a personal narrative rubric. (pp. 10–11)
- Share a published personal narrative. (pp. 27–29)

Presentation Strategy Explain to students that adding photographs or illustrations is an excellent way to enhance the story and help the reader make an even deeper connection with the details. However, students may not have photos from their experience, or they may prefer not to share personal photos. Tell students that they may search for photos and images on the Internet or in magazines that relate to the theme or the locations in their narrative. Remind students that it is important to insert their chosen visuals near the appropriate text or they risk confusing their readers. There are many computer programs that make it easy to insert photographs or computer-generated drawings into text. Encourage students to explore different possibilities before they make their decision. Explain to students how important neatness is when creating a final copy of their work. Messy or illegible work will turn readers away, while a neat and interesting format draws readers in.

CCSS Common Core State Standards (pp. Z20–Z30)

Writing: W.7.4, W.7.5, W.7.6, W.7.10

Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.6

Reflecting on a Personal Narrative

Instruct students to refer to the rubric on pages 10–11 as they reread Nina's final copy on pages 27–29. As they read, remind them to pay close attention to how Nina's revisions and edits have shaped her final copy. After students have finished reading, ask them what they think of Nina's changes. Did those revisions and edits strengthen or weaken her narrative? What score would they give Nina for each writing trait? Take a poll to see how close the scores are. Be sure students can support their scores with examples from Nina's writing. Now have students think back on this assignment as a whole.

You might ask questions such as these to prompt students' thinking:

- What did you like about this assignment?
- What surprised you about writing a personal narrative?
- Compare writing a personal narrative to the last writing assignment you completed. What is one thing that you did better in this assignment?
- What is one thing you will do differently the next time you write a personal narrative?

Have students write their answers to these questions in a journal, or have them discuss their reflections as a class or in small groups.

When we walked up to the cabin, we saw a long board sticking out a front window. It was pretty obvious that the end sticking out was higher than the end resting inside. Then the guide rolled a ball down the board. The ball went a little way, but it stopped and rolled right back up! What was going on here? Could it be that the laws of gravity didn't work in this place?

The inside of the cabin was just as strange. The floor seemed to be pitched at about a 30-degree angle, and it was very hard to walk there. People seemed as if they were tilted in all directions and could fall over at any minute, and a few people held on to the railings because they were feeling dizzy. Another weird thing was the pendulum, which hung from the ceiling. You could push it in both directions, but it was much easier to push it to one side of the cabin than to the other.

I was finding the Mystery Spot totally fascinating, but I was also wondering what was going on. Our guide kept talking about strange gravitational forces, but my logical mind was telling me that this didn't quite make sense.



Strategies for Writers Online

Go to www.sfw.z-b.com for additional online resources for students, teachers, and parents.

A few days later, Dad came home from work with some answers. One of his coworkers told him that a psychologist from the University of California had checked out the place. He discovered that all the strange things we had experienced are based on optical illusions, or sights that appear different from what they really are. Remember that the Mystery Spot was built on a hill. That, along with the crazy angles and tilted walls, confuses people into thinking things are not level—when they actually are.

I loved the Mystery Spot. After I heard this explanation, I loved it even more. It showed me that people could design houses or other buildings to create all sorts of impressions. They aren't exactly optical illusions, but there must be ways to make small rooms seem bigger and tall buildings seem even higher. I thought about some of the drawings I've done in industrial arts class. Maybe I could learn to combine my ideas into plans for some really neat buildings.



Analyze

What do you think? Did Nina use all the traits of a good personal narrative? Evaluate her writing against the rubric. Then use the rubric to evaluate the personal narrative you wrote!

Personal Narrative 29

CCSS Common Core State Standards (pp. Z20–Z30)

Writing: W.7.4, W.7.5, W.7.10

Speaking and Listening: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.3, SL.7.6