Skills and Strategies

**Anchor Comprehension Strategies**
- Evaluate author’s purpose
- Analyze text structure and organization

**Genre Study**
- Recognize genre features
- Analyze genre texts
- Make text-to-text genre connections

**Tier Two Vocabulary**
- See book’s glossary

**Word Study**
- Word origins

**Fluency**
- Read with inflection/tone: volume

**Writing**
- Writer’s tools: Writer’s voice
- Write a personal narrative using writing-process steps

Unit at a Glance

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*While you are meeting with small groups, other students can:
- read independently from your classroom library
- reflect on their learning in reading response journals
- engage in literacy workstations
Day 1

Prepare to Read

Build Genre Background

• Write the word genre on chart paper. Ask: Who can explain what the word genre means? Allow responses. Say: The word genre means “a kind of something.” Cars and trucks are different kinds of vehicles. All cars have certain characteristics that identify them as cars. All trucks share characteristics that make them trucks. In the same way, we can identify different genres, or kinds, of literature by their characteristics. As readers, we pay attention to the literary genre of the text because it helps us anticipate what will happen or what we will learn. As writers, we use our knowledge of genre to help us develop and organize our ideas.

• Ask: Who can name some literary genres? Let’s make a list. Allow responses. Post the list on the classroom wall as an anchor chart.

• Draw a concept web on chart paper or the chalkboard. Write Personal Narratives in the center circle of the web.

• Say: Personal narratives are one example of a literary genre. Think of any personal narratives you know. How would you define what a personal narrative is?

• Turn and Talk. Ask students to turn and talk to a classmate and jot down any features of a personal narrative they can think of. Then bring students together and ask them to share their ideas. Record them on the group web. Reinforce the concept that all personal narratives have certain common features.

Introduce the Book

• Distribute a copy of the book to each student. Read the title aloud. Ask students to tell what they see on the cover and table of contents.

• Ask students to turn to pages 2–3. Say: This week we are going to read personal narratives that will help us learn about this genre. First we’re going to focus on this genre as readers. Then we’re going to study personal narratives from a writer’s perspective. Our goal this week is to really understand this genre.

• Ask a student to read aloud the text on pages 2–3 while others follow along. Invite a different student to read the web on page 3.

• Point to your Personal Narratives web on chart paper. Say: Let’s compare our initial ideas about personal narratives with what we just read. What new features of this genre did you learn? Allow responses. Add new information to the class web.

• Post this chart in your classroom during your personal narratives unit. Say: As we read personal narratives this week, we will come back to this anchor chart.

We will look for how these features appear in each personal narrative we read.

• Ask students to turn to pages 4–5. Say: The authors of the personal narratives in this book are students. Let’s read about these authors.

• Have a student read aloud the biographical information while others follow along.

• Say: These authors are students like you, with interests, experiences, and dreams like yours. What can you infer, or tell, about personal narratives from this? Allow responses. Prompt students to understand that anyone can write a personal narrative because it does not need to describe an extraordinary event or experience.

Introduce the Tools Writers Use: Writer’s Voice

• Read aloud “Tools Writers Use” on page 5.

• Say: Every writer has a distinct voice that makes his or her writing unique. This voice comes from the words and details the writer chooses. The authors in this book used certain techniques to create a strong voice. Let’s practice identifying these techniques so we can analyze writer’s voice in the personal narratives we read.

• Distribute BLM 1 (Writer’s Voice). Read aloud sentence 1 with students.

• Model Analyzing Writer’s Voice: The writer uses the pronoun I to show that he is writing about himself. The first-person point of view allows the writer to share his personal thoughts and feelings and helps bring readers into the experience he describes. For example, the writer shares his reaction to the rafting trip by saying, “I will never forget.” These word choices express the writer’s personality and show his involvement in the writing.

• Together, read the bulleted list in the text box at the top of the page. Then, ask students to work with a partner or in small groups to underline the words that help establish the writer’s voice in the remaining sentences and rewrite the paragraph at the bottom of the page using a strong voice.

• Bring the groups together to share their findings.

• Ask the groups to read one of the sentences they revised. Use the examples to build students’ understanding of how writers create voice. Remind students that a writer’s voice helps readers get a feel for the writer as a person and become more involved in the narrative.

• Ask groups to hand in their paragraphs. Transfer student-written paragraphs to chart paper, title the page “Writer’s Voice,” and post it as an anchor chart in your classroom.
Day 2

Before Reading

Introduce "NYC, Here I Come" and "Mission Beach, San Diego"

- Reread the Personal Narratives anchor chart or the web on page 3 to review the features of a personal narrative.
- Ask students to turn to page 6 and page 10. Ask: Based on the titles and photographs, what do you predict these personal narratives might be about? Allow responses.
- Invite students to scan the text and look for the boldfaced words (symbol, elevator, sections, convertible, hypnotic). Say: As you read, pay attention to these words. If you don’t know what they mean, try to use clues in the surrounding text to help you define them. We’ll come back to these words after we read.

Set a Purpose for Reading

- Ask students to read the personal narratives, focusing on the genre elements they noted on their anchor chart. They should also look for evidence of writer’s voice and think about how the writer’s voice helps them understand the experience and the person describing it.

Read “NYC, Here I Come” and “Mission Beach, San Diego”

- Place students in groups based on their reading levels. Ask students to read the personal narratives silently, whisper-read, or read with a partner.
- Confer briefly with individual students to monitor their understanding of the text and their use of fix-up strategies.

Management Tip

Ask students to place self-stick notes in the margins where they notice evidence of writer’s voice or features of the genre.

After Reading

Build Comprehension: Evaluate Author’s Purpose

- Lead a student discussion using the “Analyze the Narratives” questions on page 13. Then, use the following steps to provide explicit modeling of how to evaluate author’s purpose in a personal narrative.
- Explain: We learned yesterday that a personal narrative describes an experience that is important to the author. The author tries to

Reflect and Review

• Turn and Talk. Write one or more of the following questions on chart paper.
  - What is a literary genre, and how can understanding genres help readers and writers?
  - What did you learn today about the personal narrative genre?
  - What are some techniques a writer can use to create a strong voice?
  - Ask partners or small groups to discuss their ideas and report them back to the whole group as a way to summarize the day’s learning.

Writer’s Voice

Directions: The list shows some of the ways writers create a strong voice. Read each sentence below the list. Underline the words the writer uses to create a strong voice.

- sharing thoughts and reactions
- using the first-person point of view
- including personal judgments
- expressing emotions
- writing the way the writer would speak

1. As long as I live, I will never forget our whitewater rafting trip on the Colorado River.
2. The scenery was the most beautiful I have ever seen.
3. My heart was in my throat as we started over the rocky rapids.
4. Sitting by the campfire at night, I gazed at the stars and fell asleep.
5. Evan and I along with my brother, so you know it was a special time.

Directions: Rewrite the paragraph below using a strong voice.

One summer I spent three weeks on my aunt and uncle’s farm. The farm was in a quiet country area with gravel roads. They had a mule I hitched up to a little wagon. I drove that wagon all over the place. It was hot and dusty there.

Possible revision: The three weeks I spent at Aunt Cindy and Uncle Clyde’s farm last summer was the best time of my life. Although it was hot and dusty, the farm offered the quiet space and freedom I needed. My very favorite ingredient in the mix was the mule, Hoofer. The first afternoon, Cindy obliged me by giving Hoofer a little extra job to do, and away we went! Every day after that, Hoofer and I trotted up and down the gravel roads like pioneer explorers.

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Day 2 (cont.)

recreate the experience so readers can understand why it was special. To do so, the author uses a sequence of events text structure and chooses vivid, exact descriptive words and sensory details that convey his or her emotions. If readers feel they are right there, the author has achieved his or her purpose.

- Distribute copies of BLM 2 (Evaluate Author’s Purpose) and/or draw a chart like the one below.

<table>
<thead>
<tr>
<th>Sensory Details</th>
<th>NYC, Here I Come</th>
<th>Mission Beach, San Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Feelings</td>
<td>excited; patriotic; happy; amazed; bored (at record store); peaceful; can’t wait (to go back)</td>
<td>dad is very cool; Yuck! (seaweed and brown water at Corpus Christi beach); amazed (‘couldn’t believe’); hypnotic relaxation; peaceful; lucky</td>
</tr>
<tr>
<td>Author’s Purpose</td>
<td>to help readers feel the energy and excitement of seeing the sights in New York City</td>
<td>to help readers experience the beauty and wonder of an unspoiled beach, coral reef, and curious and colorful fish</td>
</tr>
</tbody>
</table>

- Use the Comprehension Question Card with small groups of students to practice answering text-dependent comprehension questions.
- **Say:** Today I will help you learn how to answer Find It! questions. The answer to a Find It! question is right in the book. You can find the answer in one place in the text.
- **Model.** Read the first Find It! question. **Say:** When I read the question, I look for important words that tell me what to look for in the book. What words in this question do you think will help me? Allow responses. **Say:** Yes, I’m looking for the words **car** and **ride.** On page 6, I read “The two-hour car ride seemed to take forever.” This sentence answers the question.
- **Guide Practice:** Use the Power Tool Flip Chart to help you develop other Find It! questions.

Focus on Vocabulary: Word Origins

- **Explain/Model:** The origin or history of a word shows where it began. For example, a **launcher** (page 9), something that throws an object, has its beginnings in the Latin word **lanceare,** which means “to use a lance or spear.” By studying the history of a word, we can get a better understanding of its current meaning.
- **Practice.** Work with students to look up the origins of the words **city** (from Latin **civis,** meaning “citizen”) and **light** (from Greek **leukos,** meaning “white”). Discuss how these word origins relate to the meaning of **city** and **light** today.
- **Say:** Let’s find the boldfaced words in these personal narratives. What can you do if you don’t know the meaning of one of these words? Allow responses. **Say:** Along with looking for clues in the text, you can look in a dictionary to learn the origin of the word. The history helps you understand the current definition of the word.
- Ask students to work with a partner to complete the “Focus on Words” activity on page 13 using BLM 3 (Focus on Word Origins). Explain that they should look in a dictionary to find the origin and meaning of each word. In the last column, they should write the definition of the target word today as given in the glossary or a dictionary.
- **Transfer Through Oral Language.** Ask groups of students to share their findings. Pair students and have partners reread the paragraph in which each target word appears in the book. Challenge students to explain the meaning of each word by referring to its origin. Partners can take turns reading and defining.
- Ask students to save their work in their genre studies folders.

Practice Text Comprehension Strategies for ELA Assessment

- Remind students that when they answer questions on standardized assessments, they must be able to support their answers with facts or clues and evidence directly from the text.
Day 3

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Origin and Meaning</th>
<th>Dictionary Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>symbol</td>
<td>Greek symbolon, “token, sign”</td>
<td>an object or picture that stands for something else</td>
</tr>
<tr>
<td>7</td>
<td>elevator</td>
<td>Latin elevare, “to lift up, raise”</td>
<td>a cage or room for lifting people or objects to different levels</td>
</tr>
<tr>
<td>8</td>
<td>sections</td>
<td>Latin secare, “to cut”</td>
<td>distinct portions or parts of something</td>
</tr>
<tr>
<td>10</td>
<td>convertible</td>
<td>Latin convertere, “to turn around, transform”</td>
<td>a car with a top that can be lowered</td>
</tr>
<tr>
<td>12</td>
<td>hypnotic</td>
<td>Greek hypnoun, “to put to sleep”</td>
<td>holding attention, likely to produce sleep</td>
</tr>
</tbody>
</table>

Reflect and Review

- **Turn and Talk.** Ask partners or small groups to reread the “Features of a Personal Narrative” web on page 3 and decide whether all of these features are present in “NYC, Here I Come” and “Mission Beach, San Diego.” Ask groups to share and support their findings.

Fluency: Read with Inflection/Tone: Volume

- You may wish to have students reread the personal narratives with a partner during independent reading time. Have them practice varying their volume as they read to suit the content of the narrative. Ask students to consider whether they should read louder or softer when the author tells about seeing the Statue of Liberty and the view from the top of the Empire State Building.

Before Reading

Introduce “Montenegro” and “Climbing the Snow King”

- Ask students to turn to page 14 and page 16.
- **Say:** Today we are going to read two more narratives. The last one is written in a different format from the others. Notice the notes in the margins. First, we will read to understand the narrative. Tomorrow, we will read this narrative like a writer and think about how the notes in the margin can help us write our own narratives.
- **Say:** Let’s look at the titles and photographs of these personal narratives. What do you predict they might be about?
- Ask students to scan the text and look for the boldfaced words (heritage, vacation, typical, mountain, explosives). **Ask:** What do you notice about these words? Why do you think they appear in boldfaced type? (All the words contain a root that is part of other words students may know.)
- **Say:** As you read, try to figure out the meanings of these words. Think about other words you know that share a root or word part with the boldfaced word. Look in a dictionary to find the origin of the word and the origin’s meaning.

Set a Purpose for Reading

- Ask students to read the personal narratives, focusing on sensory details and descriptions of feelings. Encourage students to notice the writer’s voice in each personal narrative.

Read “Montenegro” and “Climbing the Snow King”

- Place students in groups based on their reading levels. Ask students to read the narratives silently, whisper-read, or read with a partner.
- Confer briefly with individual students to monitor their understanding of the text and their use of fix-up strategies.

After Reading

Build Comprehension: Evaluate Author’s Purpose

- **Ask:** How do the authors use sensory details and personal feelings in today’s narratives? How do these techniques help readers focus on each experience and understand the authors’ purpose for writing? Record responses on a whole-group chart like the one below.
- **Discuss Author’s Purpose Across Texts.** Lead a discussion using the following questions: How are the focuses of the authors of the four personal narratives different? How are they similar? Which narrative do you think includes the most effective sensory details? Why? What effect does the
**Practice Text Comprehension Strategies for ELA Assessment**

- **Use the Comprehension Question Card to practice answering text-dependent questions.**

- **Say:** Today we will answer Look Closer! questions. The answer to a Look Closer! question is in the book. You have to look in more than one place. You find different parts of the answer. Then you put the parts together to answer the question.

- **Model.** Read the first Look Closer! question. Say: This question asks me to compare and contrast. I know because it has the clue words same and different. Now I need to look for other important information to find in the book. What information do you think will help me? Allow responses.

  **Say:** Yes, I’m looking for details about what the grandmother and other hikers do. On page 17, I read that the author’s grandmother decided to take the ski lift to the top while the others climbed the path. This is how her grandmother’s experience was different. On page 20, I read that they all got to the top of the mountain. This is how their experience was the same. I found the answer by looking in several sentences in the book.

- **Guide Practice:** Use the Power Tool Flip Chart to help you develop other Look Closer! questions.

**Focus on Vocabulary: Word Origins**

- Ask students to work with a partner to complete the “Focus on Words” activity on page 21 using BLM 3. Have groups of students share their findings.

**Transfer Through Oral Language.** Invite pairs of students to brainstorm a list of words related to each target word. Encourage partners to look at the Latin or Greek root in the chart and scan the dictionary page on which the target word is found. Give students several minutes to search and prepare and then have partners share their lists, explaining the meanings of the related words.

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Origin and Meaning</th>
<th>Dictionary Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>heritage</td>
<td>Latin heres, “heir”</td>
<td>traditions of a group of people that one inherits from past generations</td>
</tr>
<tr>
<td>14</td>
<td>vacation</td>
<td>Latin vacare, “to be empty, at leisure”</td>
<td>a time away from work or school, sometimes spent away from home in traveling</td>
</tr>
<tr>
<td>15</td>
<td>typical</td>
<td>Greek typos, “model, impression”</td>
<td>having the characteristics of a specific group</td>
</tr>
<tr>
<td>16</td>
<td>mountain</td>
<td>Latin Mons, “mountain”</td>
<td>a very high hill</td>
</tr>
<tr>
<td>18</td>
<td>explosives</td>
<td>Latin explodere, “to drive off by clapping”</td>
<td>items that create explosions or blasts</td>
</tr>
</tbody>
</table>

**Reflect and Review**

- **Turn and Talk.** Ask partners or small groups to discuss the following questions and report their ideas to the whole group.

  What feelings do you get when you read these personal narratives? Why?
  Tell about a trip you took that was memorable. What made it special to you?

**Fluency: Read with Inflection/Tone: Volume**

- You may wish to have students reread the personal narratives with a partner during independent reading time. Have them practice varying their volume as they read to suit the content of each narrative. First, invite volunteers to show whether they would read the last paragraphs on page 15 in a louder or softer voice and explain their choice. Then ask students to take turns reading pages 16 and 17 aloud to a partner using a louder voice when the author is excited and a softer voice when she is thoughtful.
Day 4

Before Reading

Set a Purpose for Rereading

• Have students turn to page 16. Say: Until now, we have been thinking about personal narratives from the perspective of the reader. Learning the features of personal narratives has helped us be critical readers. Now we are going to put on a different hat. We are going to reread “Climbing the Snow King” and think like writers. We’re going to pay attention to the annotations in the margins. These annotations will help us understand what the author did and why she did it.

Reread “Climbing the Snow King”

• Place students in groups based on their reading levels. Ask students to reread the personal narrative silently or whisper-read.
• Confer briefly with individual students to monitor their understanding of the text and annotations.

After Reading

Analyze the Mentor Text

• Explain to students that the text they have just read is a mentor text. A mentor text is a text that teaches. This text is designed to help them understand what writers do to write a personal narrative and why they do it.
• Read and discuss each mentor annotation with students. Encourage them to comment on the writer’s style and use of sensory details, story elements, and literary techniques such as writer’s voice.

Practice Text Comprehension Strategies for ELA Assessment

• Use the Comprehension Question Card with small groups of students to practice answering text-dependent questions.
• Say: Today I will help you learn how to answer Prove It! questions. The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.
• Model: Read the first Prove It! question. Say: This question asks me to analyze a character. I know because I must find clues about the writer’s feelings. Now I need to look for other important information in the question. What information do you think will help me? Answer responses. Say: Yes, I need to find something the writer says about her grandparents. On page 16, she says, “I hoped it would be even more fun because my grandparents were hiking with us this time.” I have located the clue I need.
• Guide Practice. Use the Power Tool Flip Chart to help you develop other Prove It! questions.

Analyze the Writer’s Craft

• Ask students to turn to page 22. Explain: Over the next few days, you will have the opportunity to write your own personal narratives. First, let’s think about how the author wrote “Climbing the Snow King.” When she developed this narrative, she followed certain steps. You can follow these same steps to write your own personal narrative.
• Read step 1. Say: The first thing you’ll do is decide on an experience you want to retell. Let’s recall the experiences chosen by the authors of the personal narratives we read. Each narrative describes a trip that was memorable and important to the author. What kinds of experiences can we think of? Allow responses. Write down students’ ideas on chart paper.
• Read step 2. Say: In the narratives we read, other people or animals were important to the experience. For example, in “Montenegro,” the author’s dad and mom play key roles. What people or animals should we include in our narrative? Let’s list and describe them. Allow responses. Write down students’ ideas on chart paper.
• Read step 3. Say: Before you’re ready to write, you need a setting, sequence of events, and outcome. “Mission Beach, San Diego” takes place at a beach in California. The beauty of this setting is the primary reason this trip was memorable to the author. When you write your narrative, think about how the setting affected what happened and what you learned. What events occurred, and how did they make you feel? What was the outcome? Choose an experience and people or animals involved in it from the lists the class has brainstormed, and work as a group to construct a possible setting, sequence of events, and outcome.

Build Comprehension: Analyze Text Structure and Organization

• Explain: In a personal narrative, the author describes the events that made up an experience. Usually, the paragraphs are organized in chronological, or time, order to help readers follow the sequence of events. Writers often provide clue words and phrases that signal the sequence. In “NYC, Here I Come,” the author uses words and phrases such as One sunshiny Sunday morning in late summer, the first thing, next, when, then, as soon as, and as we went to our car to help readers follow what happens. Within a paragraph, the author may use other text structures. For example, in the second paragraph, the author explains the effect of the Statue of Liberty and the cause of the family’s happiness using a cause-and-effect text
structure. Other common text structures are compare and contrast, problem and solution, and description.

- **Model:** In “Mission Beach, San Diego,” the author describes the setting and her activities by focusing on the things around her at each stage of her experience. She describes the convertible as she jumps out of it. She describes the beach as she sets up the family’s space. When she snorkels, she takes readers under the water with her to observe the coral reef and colorful fish. Using a description text structure helps readers see through her eyes and understand her emotions and reactions to the natural beauty of the beach.

- **Guide Practice.** Invite students to work in small groups to identify words and phrases that signal the time order of events in “Climbing the Snow King.” You may want to point out the flashback to “last summer” in the second paragraph and how the author switches back to the present just two sentences later (“wanted today’s hike to be as much fun as last year’s”). Have pairs of students write each event in the narrative on a separate card or slip of paper and take turns retelling the events, adding clue words and phrases that signal the sequence of events.

### Reflect and Review

- **Ask and discuss the following questions.**
  What advice would you give someone about reading a personal narrative? About writing a personal narrative?
  Which new words do you think will be most useful to you in your daily life? Why?
  How do you use word origins to help you understand the meanings of new words?
  How can you use writer’s voice to make a personal narrative more effective?

### Fluency: Read with Inflection/Tone: Volume

- **You may wish to have students reread the personal narratives with a partner during independent reading time. Have them practice varying their volume to reflect the content of the narrative. Discuss how the author felt about the last part of her hike, taking the “shortcut.” Invite them to take turns reading aloud the second paragraph on page 19 and the first paragraph on page 20 using a softer voice to show exhaustion and a louder voice to show warning or happiness.**

### Analyze & Synthesize

- **Practice Text Comprehension Strategies for ELA Assessment**
  - Use the Comprehension Question Card with small groups of students to practice answering text-dependent questions.
  - **Say:** Today I will help you learn how to answer Take It Apart! questions. To figure out the answer to a Take It Apart! question, you must think like the author.

- **Model.** Read the second Take It Apart! question.
  **Say:** This question asks me to evaluate author’s purpose. I know because I must figure out why the writer included a photograph. Now I need to look for other important information in the question. What information do you think will help me? Allow responses. **Say:** Yes, I need to go back to page 20. The text tells about the family at the top of the mountain, so I think the author used a photograph to show readers what it was like. Thinking about this connection helped me evaluate the author’s purpose for including the photograph.

- **Guide Practice:** Use the Power Tool Flip Chart to help you develop other Take It Apart! questions.

### Summarize & Make Connections Across Texts

- **Engage students in a discussion about the personal narratives in this book. Invite a different student to summarize each narrative. Encourage other students to add their ideas and details.**

- **Ask students to turn to the inside back cover of the book.**
  **Say:** Good readers think about how literary works are related. We know, for example, that all of these personal narratives share certain features. They all retell a meaningful experience of the author. They all include specific details about the experience. What else do they have in common? Allow responses. **Say:** Today we will think about the situation and people involved in each narrative and what we can learn from them.

- **Ask students to work individually or in small groups to complete BLM 4 (Make Connections Across Texts).**

- **Class Discussion or Literature Circles.** Facilitate a whole-class discussion or keep students in their small groups for a literature circle discussion. If you choose to conduct literature circles, share the rules for good discussion below. Each group should discuss and be prepared to share its ideas about the following prompts.
  Which personal narrative did you enjoy the most?
  What aspects did you enjoy?
  With which author do you think you have the most in common? Why?
  Which situations in the narratives were most alike? How?
Day 5 (cont.)

- Tell students that at the end of their discussion, you will ask them to share the important text-to-text, text-to-world, and text-to-self connections they have made.
- While each small group of students discusses the book, confer with individual or small groups of students. You may wish to revisit elements of the genre, take running records, or model fluent reading skills.

Reinforce Skills
If time permits, choose from the following activities to reinforce vocabulary and fluency.

Reinforce Vocabulary: All in the Word Family
- Place students in teams of four. Ask teams to make a card for each target word, writing the word on the front and its history on the back.
- Have one student on each team draw a card and show the word history side to teammates. They identify the word and list other words that share its history. For example, for *heritage*, they might list *inherit, heir*, and *inheritance*. Have a different student draw each new card.
- When teams have identified all target words and listed related words, invite them to share their lists. The team with the most correct related words wins. Other teams may challenge a word by looking it up in the dictionary.

Reread for Fluency: Oral Reading Performance
- Discuss with students the emotions shown by the various people in the personal narratives.
- Say: *Different people show sadness, surprise, worry, excitement, and peacefulness as well as happiness. When you read the narratives aloud, you can demonstrate your understanding of these emotions through your expression. This helps your listeners appreciate the characters more and better understand the narratives.*
- Invite individual students to read a section of one of the personal narratives with expression that helps listeners understand the person’s emotion.
- Encourage students to exaggerate the emotions they express to make them as dramatic as possible.
- As a whole class, discuss each reader’s interpretation. Think about alternate ways to interpret the emotions.

Review Writer’s Tools: Writer’s Voice
- Ask students to look for other examples of writer’s voice in titles from your classroom library or the school’s library. Each student should select one title at his or her independent reading level. Ask students to read pages specifically to find an example of writer’s voice.
- Invite students to share their examples with the class. Encourage students to discuss how analyzing a writer’s voice helps them better understand the author’s personality, emotions, point of view, and purpose. Point out that while every writer has a voice, not every writer shows a strong, effective voice in his or her writing.

### Directions: Use the chart to compare and contrast the four personal narratives.

<table>
<thead>
<tr>
<th>NYC, Here I Come</th>
<th>Mission Beach, San Diego</th>
<th>Montenegro</th>
<th>Climbing the Snow King</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation</strong></td>
<td>The author spends a day with his family in New York City.</td>
<td>The author and her family spend a day at a beautiful beach. The author and her family observe a variety of sea life.</td>
<td>The author is pleased to file a mountain against the tree with his grandparents as well as her parents.</td>
</tr>
<tr>
<td><strong>People Involved</strong></td>
<td>The author’s parents, her older sister, and brother.</td>
<td>The author’s dad and other family members, a variety of birds.</td>
<td>The author’s mom and dad, and the author’s grandparents.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>The author spends a day with Liberty and strolls for the top of the Empire statue. The family enjoys the city streets. After shopping on the world’s largest toy store, the family enjoys the city lights.</td>
<td>The author lives in the white sand and clear blue ocean. She feels peaceful. Leaving, she feels the red earth. The author learns about his heritage and family.</td>
<td>Reaching the top of the mountain is a challenge because of steep trails and hard. The author learns about his heritage and family.</td>
</tr>
</tbody>
</table>

**Rules for Good Discussion**
- Pay attention to the person who is talking and do not interrupt him or her.
- Think about what others are saying so you can respond and add to their ideas.
- Allow and encourage everyone in the group to speak.
- Be respectful of everyone’s ideas.
Days 6–15

Write a Personal Narrative

- Use the suggested daily schedule to guide students through the writing-process steps. Allow approximately 45 to 60 minutes per day. As students work independently, circulate around the room and monitor student progress. Confer with individual students to discuss their ideas and help them move forward. Use the explicit mini-lessons, conferencing strategies, and assessment rubrics in Using Genre Models to Teach Writing for additional support.
- Before students begin planning their personal narratives, pass out copies of BLM 5. Review the characteristics and conventions of writing that will be assessed. Tell students that they will use this checklist when they complete their drafts.
- This daily plan incorporates the generally accepted six traits of writing as they pertain to personal narratives.

Days 6–7: Plan

- Ask students to use BLM 6 (Personal Narrative Planning Guide) to decide on an experience, think about who else was involved, and recall specific details of the event.
- Encourage students to refer to the “Features of a Personal Narrative” web on page 3 and to the steps in “The Writer’s Craft” on pages 22–23 of the book.
- Confer with individual students and focus on their ideas. Did students begin their narratives with a focus on a meaningful experience? Did they include their thoughts and feelings and tell how the experience turned out?

Days 8–9: Draft

- Tell students that they will be using their completed Planning Guides to begin drafting their narratives.
- Say: Remember that when writers draft their ideas, they focus on getting their ideas on paper. They can cross things out. They can make mistakes in spelling. What’s important is to focus on describing events in sequence and developing vivid sensory details and character traits. You will have an opportunity to make corrections and improvements later.
- Confer with students as they complete their drafts. Use the checklist to draw students’ attention to characteristics of the personal narrative genre that they may have overlooked. Focus on how students have organized their ideas and the voice of the writer. Did students make the setting and situation clear at the beginning? Did they describe events clearly in sequence? Does the narrative have a strong voice? Will the voice keep readers interested?
- Pair students for peer conferencing.

Days 10–11: Edit and Revise

- Based on your observations of students’ writing, select appropriate mini-lessons from Using Genre Models to Teach Writing.
- Remind students to use the Personal Narrative Checklist as they edit and revise their narratives independently.
- Confer with students focusing on sentence fluency, word choice, and conventions. Did students include both long and short sentences? Do the sentences read smoothly? Have students used interesting words and phrases? Did they create a strong writer’s voice? Did they use appropriate spelling, punctuation, and grammar?
- You may want students to continue their editing and revision at home.

Days 12–13: Create Final Draft and Illustrations

- Ask students to rewrite or type a final draft of their personal narratives.
- Invite students to illustrate their final drafts with one or more drawings that depict specific characters or events in their narratives.
- Confer with students about their publishing plans and deadlines.

Days 14–15: Publish and Share

- Explain: Authors work long and hard to develop their works. You have worked very hard. And one of the great joys of writing is when you can share it with others. Authors do this in many ways. They publish their books so that people can buy them. They make their work available on the Internet. They hold readings. We can share our writing, too.
- Use one or more of the ideas below for sharing students’ work: Make a class display of students’ completed personal narratives. Hold a class reading in which students can read their narratives to one another and/or to parents. Create a binder of all the narratives for your classroom library.
Writer’s Voice

Directions: The list shows some of the ways writers create a strong voice. Read each sentence below the list. Underline the words the writer uses to create a strong voice.

• sharing thoughts and reactions
• using the first-person point of view
• including personal judgments
• expressing emotions
• writing the way the writer would speak

1. As long as I live, I will never forget our whitewater rafting trip on the Colorado River.
2. The scenery was the most beautiful I have ever seen.
3. My heart was in my throat as we shot over the rocky rapids.
4. Sitting by the campfire at night, I gazed at the stars and felt tinier than an ant.
5. I even got along with my brother, so you know it was a special time.

Directions: Rewrite the paragraph below using a strong voice.

One summer I spent three weeks on my aunt and uncle’s farm. The farm was in a quiet country area with gravel roads. They had a mule I hitched up to a little wagon. I drove that wagon all over the place. It was hot and dusty there.
Evaluate Author’s Purpose

**Directions:** Use the chart below to evaluate author’s purpose in each personal narrative.

<table>
<thead>
<tr>
<th></th>
<th>NYC, Here I Come</th>
<th>Mission Beach, San Diego</th>
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</thead>
<tbody>
<tr>
<td><strong>Sensory Details</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Author’s Feelings</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Author’s Purpose</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Montenegro</th>
<th>Climbing the Snow King</th>
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<td><strong>Author’s Purpose</strong></td>
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</tbody>
</table>
Focus on Word Origins

**Directions:** Reread each personal narrative. Use a dictionary to find the origins, meanings, and definitions of the words from the texts.

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Origin and Meaning</th>
<th>Dictionary Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>symbol</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>elevator</td>
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<td>sections</td>
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<td>10</td>
<td>convertible</td>
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<td>12</td>
<td>hypnotic</td>
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<tr>
<td>14</td>
<td>heritage</td>
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<td>14</td>
<td>vacation</td>
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<td>15</td>
<td>typical</td>
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<tr>
<td>16</td>
<td>mountain</td>
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<tr>
<td>18</td>
<td>explosives</td>
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</table>
**Make Connections Across Texts**

**Directions:** Use the chart to compare and contrast the four personal narratives.

<table>
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## Personal Narrative Checklist

### Features of the Genre Checklist

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### Quality Writing Checklist

I looked for and corrected...

- run-on sentences
- sentence fragments
- subject/verb agreement
- correct verb tense
- punctuation
- capitalization
- spelling
- indented paragraphs

<table>
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</table>
Personal Narrative Planning Guide

Directions: Use the steps below to plan your own personal narrative.

1. Decide on an experience.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Decide who else needs to be in your narrative.

<table>
<thead>
<tr>
<th>Person or Animal</th>
<th>Description, Role in Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Members:</td>
<td></td>
</tr>
<tr>
<td>Friends:</td>
<td></td>
</tr>
<tr>
<td>Pets:</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>

3. Recall events and settings.

<table>
<thead>
<tr>
<th>Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation or Problem</td>
</tr>
<tr>
<td>Events</td>
</tr>
<tr>
<td>How My Experience Turned Out</td>
</tr>
</tbody>
</table>

A TRIP TO REMEMBER: FOUR PERSONAL NARRATIVES

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