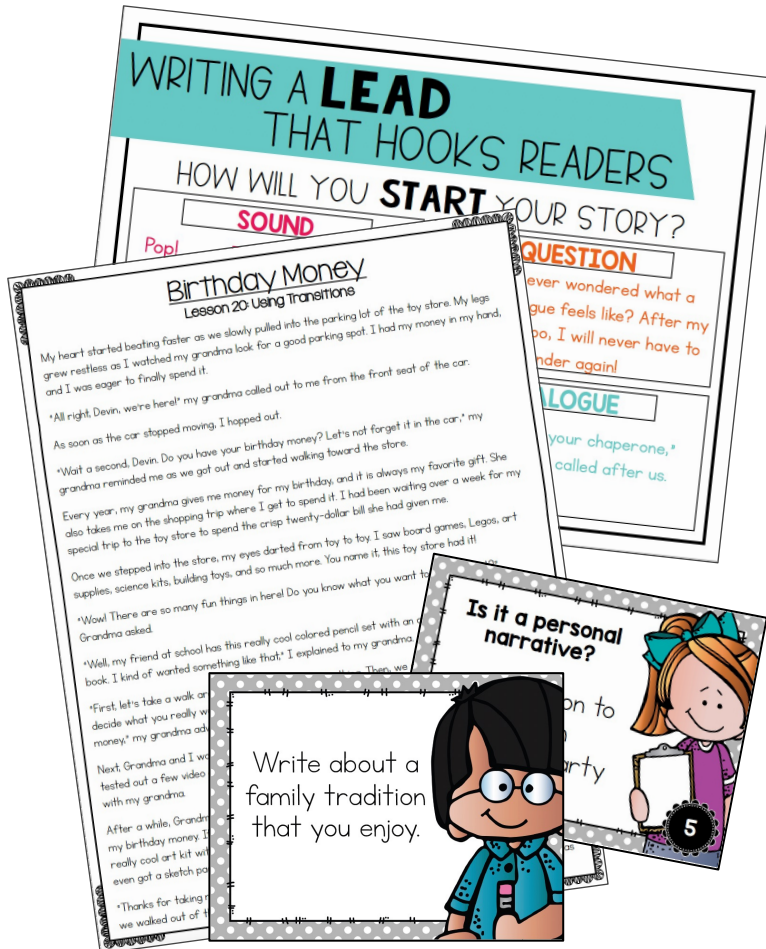
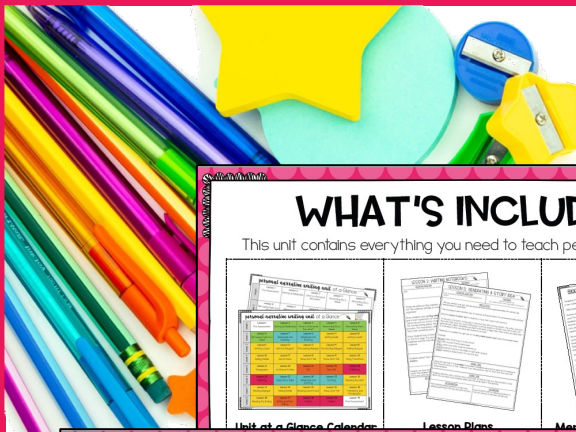


MEET THE NEEDS OF ALL STUDENTS

THIS WRITING UNIT IS:

- ✓ Concept-based
- ✓ Designed to grow all writers
- ✓ Differentiated
- ✓ Flexible
- ✓ Fun and engaging for students
- ✓ Easy to use for teachers!





A TYPICAL DAY OF WRITING

Every day will have the same basic format. Students are much more active when they have clear procedures and routines!

DAILY WRITING WORKSHOP

Mini Lesson: 10-15 minutes

Work Time

Share

ANCHOR CHARTS

Anchor charts are part of many of the lessons in this unit. There are a variety of ways to use these resources.

WHAT'S INCLUDED

This unit contains everything you need to teach personal narrative!



Unit at a Glance Calendar Lesson Plans Mentor Text Passages

QUICK START

Follow for a successful first week of writing instruction!

Includes the Week One PDF. This includes everything you need

For long-term use. Including the task cards on cardstock and laminating for

materials. For each student, you will need one task card and one rubric from the unit. You will also need one



MINI LESSON: With the exception of assessment days, writing will begin with a mini lesson. During the mini lesson, students will read the mentor text passages or have the passages read to them. The skill for the day will be introduced during the first half of the unit. Students will often be creating anchor charts to help remember the skills being taught.

WORK TIME: After the mini lesson, students will be practicing the writing (working draft) - see page 12!

THE WRITING NOTEBOOK

Every student will need a composition notebook for the writing unit. The use of a composition notebook is highly encouraged due to their portability. If a composition notebook cannot be used, a spiral notebook is the next best thing.



The notebook will only be used for this eight-week writing unit. I highly suggest using a different notebook for each unit. This will help students to organize and to differentiate between units of writing that they will do throughout the year. If necessary, you could also use two notebooks with two writing genres in each.

I recommend finding a place to keep their notebooks after the unit is complete. Once completed a couple units, you may want to use the notebooks to review the three (personal narrative, informative, fiction, or opinion), or you may want to use prompts for these genres. The notebooks can be used to review and practice at the end of the year. It can also be a Fast Finisher activity all year!

The notebook will be divided into three equal sections using the provided dividers (you can make your own). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

ANCHOR CHARTS

An anchor chart will be used for anchor charts and other resources that students complete during the writing lessons. This is also a good place to keep student goals and a word list.

MASTERPIECE STORIES

During the writing lessons, students will be writing their two major masterpiece stories. The first masterpiece story will be highly guided through mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

WRITING PROMPTS

During the writing lessons, students will keep stories written when they finish the specific work task. They can also write stories in this section when they finish work early during the school day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.

Not So Wimpy Teacher

WHAT IS A PERSONAL NARRATIVE?

YOU ARE THE MAIN CHARACTER IN THIS STORY!

WHAT IS A PERSONAL NARRATIVE?

YOU ARE THE MAIN CHARACTER IN THIS TRUE STORY!

WHAT IS A PERSONAL NARRATIVE?

YOU ARE THE MAIN CHARACTER IN THIS STORY!

WHAT IS A PERSONAL NARRATIVE?

YOU ARE THE MAIN CHARACTER IN THIS STORY!

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Not So Wimpy Teacher

MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

All of the necessary mentor texts for this writing unit are included! You do NOT need to buy additional books! (I did include a list of suggested books just in case you want to add more mentor texts to the lessons.)

There are several different ways that you can use the mentor texts. Feel free to mix it up and vary the routine if you wish.

- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a copy for each student and have them read it independently. This can be done during the writing lesson, as bell work, or even during reading centers.
- Print a copy for each student or pair of students, and have them buddy read the passage with their partner.
- Print the mentor texts at 80% (change in your printer settings) and have students glue the texts in the resource section of the notebook so that they can look back as a reference.

TAKE NOTE!

The mentor texts are meant to be read aloud to illustrate the concept of that particular lesson. They are **not** reading passages and are not meant to be used as a close read activity. Avoid asking comprehension questions, and do not worry if your students cannot read these independently! If you would like to spend more time with the mentor text, you can also use it during a separate reading mini lesson.

Not So Wimpy Teacher



Detailed teacher directions explaining each component of the program will help you understand how to use the unit and quickly get started in your classroom!

personal narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Why
Week 2	Lesson 6 Narrowing Topic to a Seed	Lesson 7 Rehearsal and Drafting	f
Week 3	Lesson 11 Writing a Lead	Lesson 12 What is Dialogue?	Pu
Week 4	Lesson 16 Adding Details	Lesson 17 Word Choice	
Week 5	Lesson 21 Paragraphs	Lesson 22 Writing an Ending	
Week 6	Lesson 26 Publishing	Lesson 27 Seed Story Idea	
Week 7	Lesson 31 Revising Dialogue	Lesson 32 Adding Details	
Week 8	Lesson 36 Revising the Ending	Lesson 37 Editing and Peer Editing	

personal narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks
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personal narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 3 What is a Personal Narrative?	Lesson 4 Generating Story Ideas	Lesson 5 Generating Story Ideas
Week 2	Lesson 6 Narrowing Topic to a Seed	Lesson 7 Rehearsal and Drafting	Lesson 8 Rehearsal and Drafting	Lesson 9 Setting Goals	Lesson 10 Writing a Lead
Week 3	Lesson 11 Writing a Lead	Lesson 12 What is Dialogue?	Lesson 13 Punctuating Dialogue	Lesson 14 Punctuating Dialogue	Lesson 15 Adding Dialogue
Week 4	Lesson 16 Adding Details	Lesson 17 Word Choice	Lesson 18 Show, Don't Tell	Lesson 19 Show, Don't Tell	Lesson 20 Using Transitions
Week 5	Lesson 21 Paragraphs	Lesson 22 Writing an Ending	Lesson 23 Edit	Lesson 24 Peer Edit	Lesson 25 Publishing
Week 6	Lesson 26 Publishing	Lesson 27 Seed Story Idea	Lesson 28 Rehearsal and Drafting	Lesson 29 Drafting	Lesson 30 Revising the Lead
Week 7	Lesson 31 Revising Dialogue	Lesson 32 Adding Details	Lesson 33 Revising Word Choice	Lesson 34 Show, Don't Tell	Lesson 35 Transitions and Paragraphs
Week 8	Lesson 36 Revising the Ending	Lesson 37 Editing and Peer Editing	Lesson 38 Publish	Lesson 39 Publish	Lesson 40 Post-Assessment

Not So Wimpy Teacher



See the entire 40-day unit at a glance using the one-page calendar, or choose one of the alternative schedules.

WRITERS CAN SOLVE PROBLEMS

What if my pencil breaks or my pen stops working?

What if I have to use the restroom?

What if I can't think of anything to write about?

What if I finish my writing task and I still have more time?

What if I need help spelling a word in my story?

What if I have problems with technology not working?

Not So Wimpy Teacher

STARTING WRITING WORKSHOP

TWO WEEKS OF LESSON PLANS TO SET YOU UP FOR A SUCCESSFUL YEAR OF WRITING

LESSON 1: WHAT WILL IT LOOK AND SOUND LIKE?

ESSENTIAL QUESTION

What will writing workshop look and sound like?

MATERIALS

what will writing look & sound like anchor chart
what will writing look & sound like student printable

LESSON 9: BUILDING STAMINA

ESSENTIAL QUESTION

How do I practice writing for long periods of time?

MATERIALS

writing prompt anchor chart
tracking stamina anchor chart

MINI LESSON

"We are you are thought lesson spend learner share"

Write spent

"In our sound"

Complete your notebook will create

"The last few days we have been building up our stamina in writing workshop and tracking our progress. Each day, we've set our goal and tracked how many minutes we were able to write uninterrupted. Take a look at our tracker. How do you think we've done so far? Do you think we could write even longer today? How many minutes do you think we can write? Let's do it!"

Have the class help you decide on an appropriate goal for their writing time.

"Today, I'm going to give you another writing prompt to write about."

Display or project the writing prompt on the board.



Includes the Starting Writing Workshop bonus as well as exclusive video instructions for teachers!

The Wiggly Tooth

Lesson 18: Show, Don't Tell

Click! Click! Click! Each time I flicked my tooth with my tongue, I would hear this sound. For almost two weeks, that pesky tooth had been wiggling. I'd press my tongue against it, hoping each time it would finally come out. Instead, all I got was that annoying "click" instead.

My stepdad had suggested tying one end of a string to my tooth and the other end to the door, in hopes that slamming the door would yank the tooth out. Meanwhile, my mom had offered to pull it right out with her bare hands. But this was my very first wiggly tooth, and I wanted to be the one to set it free.

I fidgeted in my seat and tapped my pencil on my desk. I was trying to listen to my teacher talk about adding 2-digit numbers, but all I could think about was my tooth.

My teacher had already told me twice to stop messing with it, but I couldn't help it. It just kept distracting me as it wiggled back and forth, always with the quiet clicking. Suddenly, there was an unexpected taste in my mouth. I could tell it was blood, and I started to worry. Are loose teeth supposed to bleed like this? Or was this a problem I caused? I leaned over to my friend, Chase.

"Chase, my tooth is bleeding. What should I do?" I whispered.

"Ask to use the bathroom!" Chase whispered back to me.

"Gavin! Is everything OK? This is the third time I've talked to you," said my teacher, Mr. Hoffman.

Chase quickly explained my tooth situation to Mr. Hoffman. To my relief, he smiled, led me to the sink, and encouraged me to give my tooth one last push with the tongue.

I pushed my tooth one last time, and this time instead of a click, I heard a POP! The tooth was rolling around in my mouth. I could taste more blood. I'm not sure why, but I began to cry.

"Gavin, it's okay!" said Mr. Hoffman. "I know it can be a little scary, but you just lost your first tooth and this is totally normal. It's actually very exciting!" He patted me on the back and offered me a cup of water.

Then, to my surprise, he reached in the cabinet and pulled out a small blue treasure box hanging from a

Our Very Own Fort

Lesson 16: Adding Details

everyone! Are you ready for this?" my dad asked as he carried over a blanket and placed it on the floor. My best friends, Kekoa, Kimo, Lani, and I, were all by ourselves.

What's in the Box

Lesson 5: Generating Story Ideas

"Can you come downstairs, please?" My mom's voice called out from the living room. I had just finished reading the book I was reading on my bed and rushed downstairs to find my mom sitting on the stairs.

"Did you need me for something?" I asked, curious what they wanted to talk about. "No, we just wanted to tell you something special. It's some news to share with you," my mom replied slowly.

"What kind of news?" I asked, raising my eyebrows and wondering what kind of news they had for me. "How lately you've been saying you're lonely and wishing for something new to play with?" my dad asked, looking at me with a hopeful expression. Then, he disappeared into his office and came back with a small box.

"Get me a dog?" I blurted out. I had been asking for a pet ever since I was a little kid. "No, it's not a dog," my mom explained, smiling. "It's something else. This and then you'll understand," my dad said as he handed me the box. I opened the box and found a purple shirt inside. It was a purple shirt with a picture of a dog on it.

Getting Glasses

Lesson 22: Writing an Ending

"Do you need glasses?" I asked the eye doctor sitting across from me. "No, but I do think you will benefit from them. They will make it feel like a big change for you, but I do think you will like them."

Lesson Learned

Lesson 10: Writing a Lead

A little red car honked its horn over and over. I quickly turned the horn off. My bike wobbled and went off the road, hitting the curb with a loud thud. I fell off my handlebars and landed on my back in the grass. I hurt too much to get up, and I was still wondering what I was going to get home?

"Come running over to me." I heard a voice. "That car almost hit you!" Naya said, sounding worried. She sat next to me, helping me up. "I scraped knees and arms."

"Gavin. Should I run and get your dad?" Naya asked. "No, he's probably in the street?" I told Naya. "Let me catch my breath. I think I can walk home, but I think I can walk it there. Good thing I had my helmet on."

"I locked up my bike. Naya waved goodbye and left. I was hoping my dad wouldn't want him to ask why I had been riding my bike in the street. I was walking in the door, and he saw my cuts and scrapes. He was coming. I swerved to get out of the way, but my voice shaking."

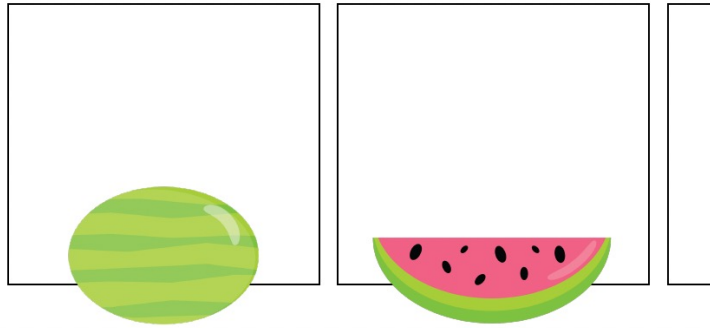
No need to buy books or spend time searching for mentor texts! This bundle contains 14 original mentor texts to help you teach specific personal narrative writing skills.



NARROWING A TOPIC TO A **SEED STORY**

A **SEED STORY** FOCUSES ON JUST ONE

MOMENT IN TIME



Not So Wimpy Teacher: Lesson 6 & 27

NARROWING A TOPIC TO A **SEED STORY**

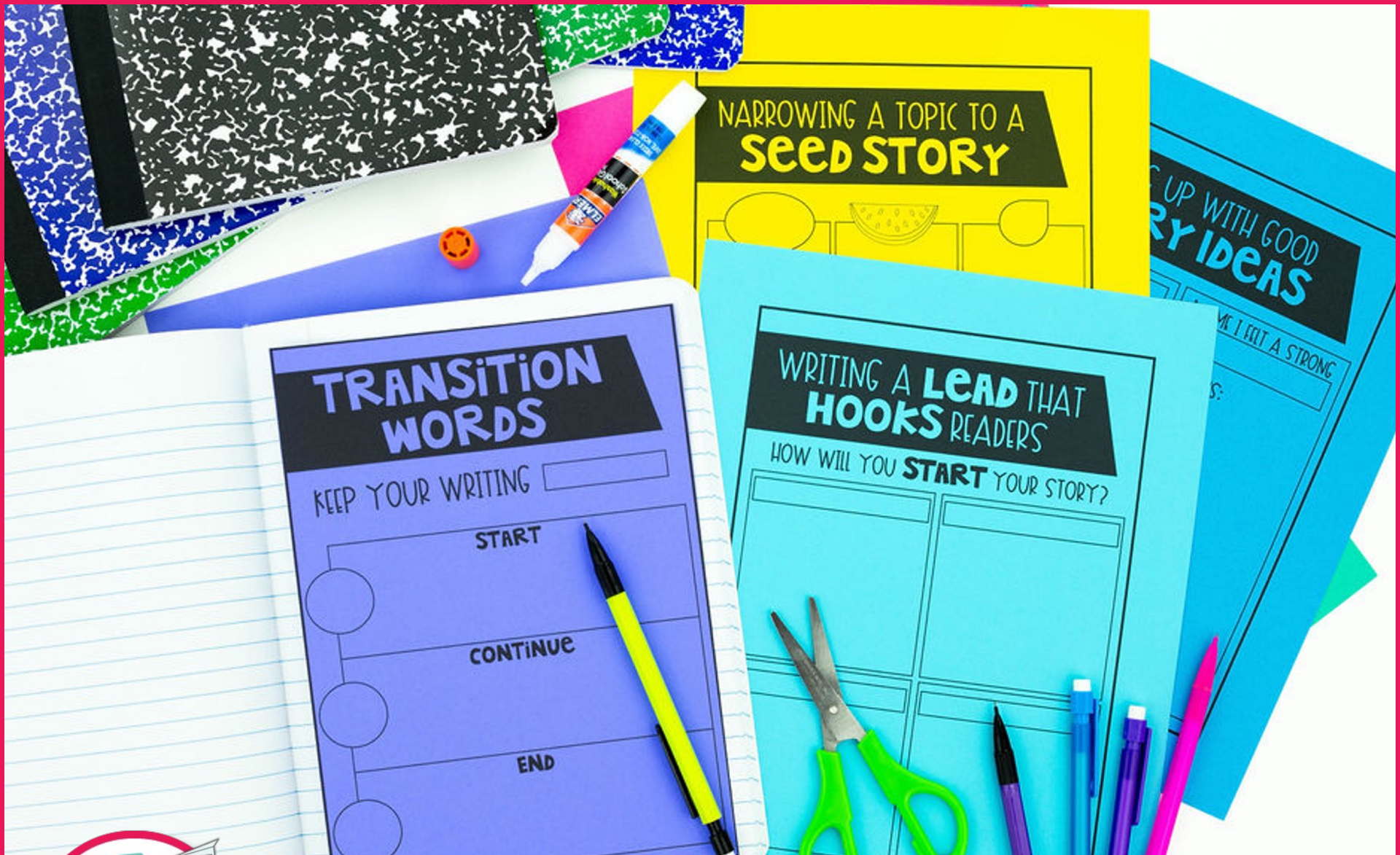
A **SEED STORY** FOCUSES ON JUST ONE

SMALL MOMENT IN TIME.



The included teacher anchor charts or posters come in both blank and filled-in versions for print and display.



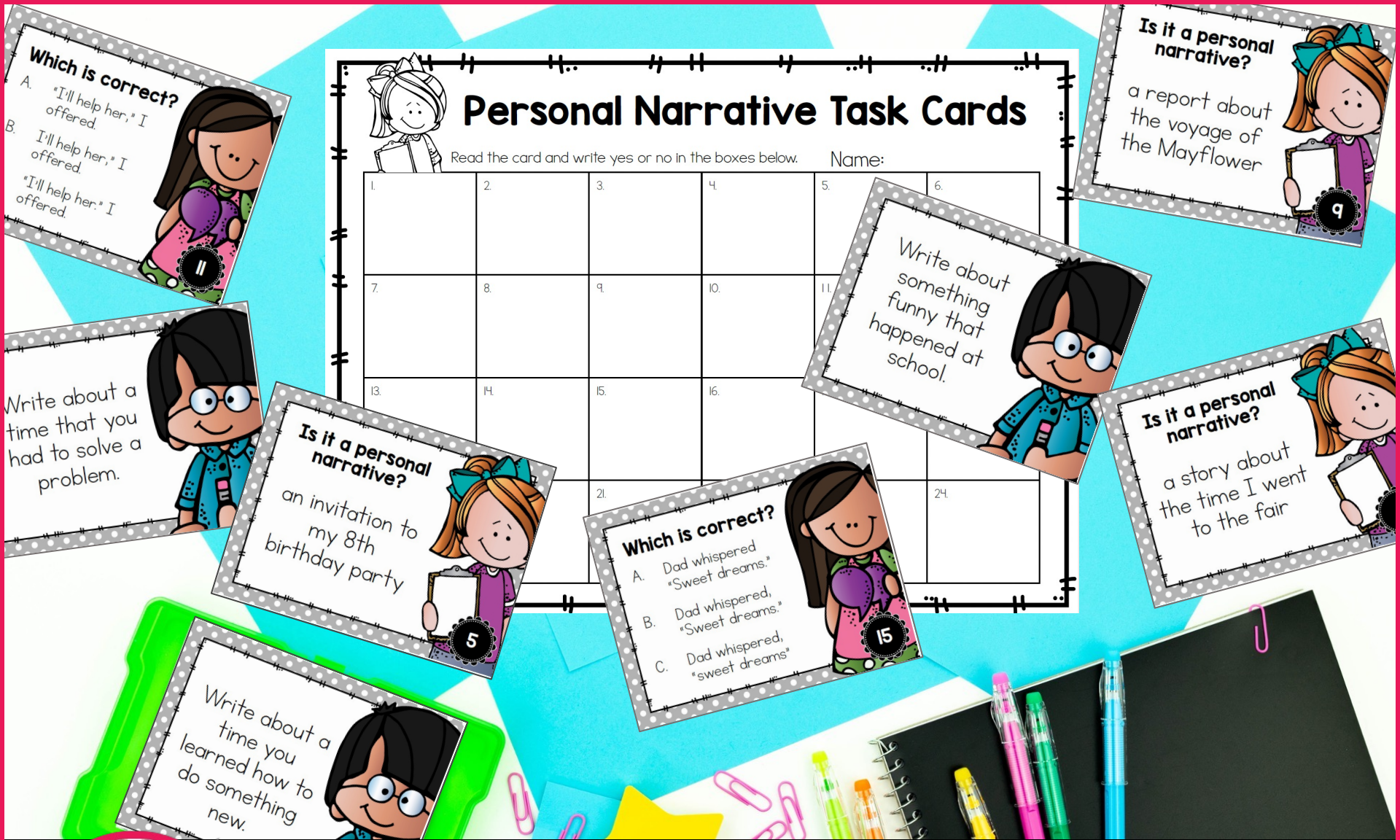


Students build their own writing notebook with handy anchor charts and graphic organizers to reference throughout the writing process. A digital option is included.

WHAT TEACHERS ARE SAYING



“ My students were more involved and **EXCITED TO WRITE**. We put together our writing notebook and **THIS HELPED IMMENSELY!** Not only were the students organized, but I also became more organized. This is a **PERFECT RESOURCE** to use when writing personal narratives. My students wrote some **EXCELLENT PIECES** and they were **SO PROUD OF THEMSELVES** for all the hard work. — Denise M. ”



Personal Narrative Task Cards

Read the card and write yes or no in the boxes below. Name: _____

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	
13.	14.	15.	16.		
21.				24.	

Which is correct?

A. "I'll help her," I offered.

B. I'll help her," I offered.

"I'll help her." I offered.

Is it a personal narrative?

a report about the voyage of the Mayflower

Write about something funny that happened at school.

Write about a time that you had to solve a problem.

Is it a personal narrative?

an invitation to my 8th birthday party

Which is correct?

A. Dad whispered "Sweet dreams."

B. Dad whispered, "Sweet dreams."

C. Dad whispered, "sweet dreams"

Is it a personal narrative?

a story about the time I went to the fair

Write about a time you learned how to do something new.



Three unique sets of task cards provide a fun, interactive way to practice writing skills throughout the unit.

CONFERENCE OUTLINE

Writing conferences are as easy as 1-2-3!

Follow these easy steps to hold successful writing conferences.

1. Choose a Skill to Focus On

- Choose the revision skill you'd like to work on with the group and make this the focus of the conference.

2. Have Students Read a Small Portion from Their Masterpiece:

- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

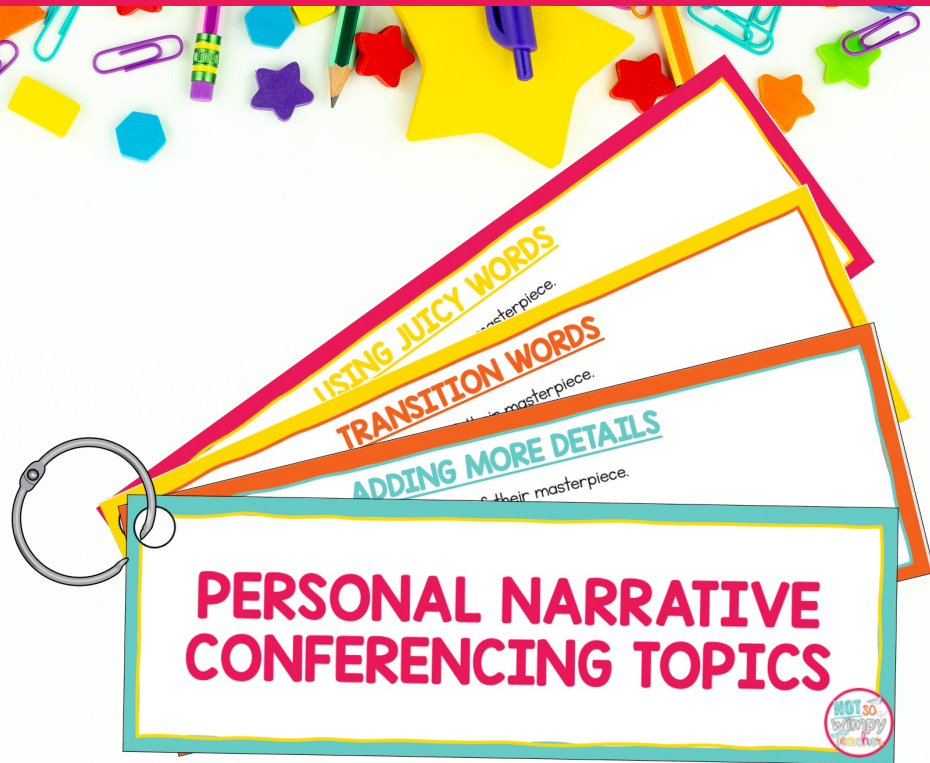
3. Review and Revise!

- Review the anchor chart and/or student printable for the skill you are focusing on, or highlight the skill in a mentor text.
- Encourage students to look at their own writing and think about how they will incorporate the skill into their masterpiece. Students will then work on making this revision.

Helpful Tips:

- If a student reads their masterpiece and has truly mastered that day's revision skill, you can make a suggestion or send them back to their desk to work on that day's writing task. They do not need to stay to review the skill if they have already mastered it!
- Use the included conferencing notes page to make a note of the revisions each student plans to make so that you can follow up with them later.

the conferencing cards I have included to help guide your



WRITING CONFERENCE NOTES

STUDENT NAME: _____

Student Goals: _____

Date	Strengths	Goals and Plans for Improvement



Host successful writing conferences using the included topic cards, sample outlines, and tracking sheets.

PERSONAL NARRATIVE WRITING RUBRIC

Student Name: _____ Date: _____ Score: /20

	2	1	0
SMALL MOMENT NARRATIVE	Wrote a personal narrative about a small moment in time	Wrote a personal narrative but it is not narrowed down to a small moment	Story is not a personal narrative
LEAD	Wrote a lead that is interesting and grabs readers	Wrote a lead	Story does not include a lead
PARAGRAPHS	Divided the text into paragraphs to show when time passed, the topic changed, or different characters spoke	Divided the text into paragraphs but made some errors about when to change to a new paragraph	Did not use paragraphs
TRANSITIONS	Included sufficient transitions	Included some transitions	Did not use transitions
DIALOGUE	Used dialogue to show what characters said and punctuated the dialogue correctly	Used dialogue but made some errors in punctuating the dialogue or used very little dialogue	Did not use dialogue
DETAILS	Used lots of details that helped a reader to be able to visualize the story	Used some details	Story was basic and did not include enough detail
WORD CHOICE	Used words that showed what was happening rather than just telling. Writer used strong and interesting words	Used words that told what happened rather than showing or used tired and overused words	Used words that told what happened rather than showing and used tired and overused words
	Wrote an interesting ending	Wrote an ending	Story does not include an ending
	Wrote an interesting ending	Writing includes some spelling errors that should have been corrected	Writing has many spelling errors that should have been corrected

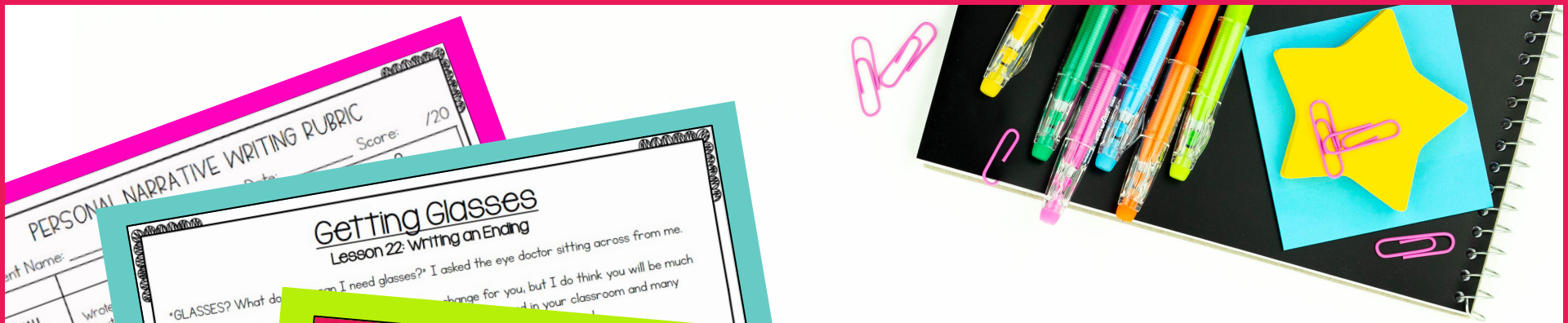
PERSONAL NARRATIVE WRITING RUBRIC

Student Name: _____ Date: _____

	MASTERED	PROGRESSING	NOT YET
SMALL MOMENT NARRATIVE	Wrote a personal narrative about a small moment in time	Wrote a personal narrative but it is not narrowed down to a small moment	Story is not a personal narrative
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WORD CHOICE	Used words that showed what was happening rather than just telling. Writer used strong and interesting words	Used words that told what happened rather than showing or used tired and overused words	Used words that told what happened rather than showing and used tired and overused words
	Wrote an interesting ending	Wrote an ending	Story does not include an ending
	Wrote an interesting ending	Writing includes some spelling errors that should have been corrected	Writing has many spelling errors that should have been corrected



Two simple and student-friendly rubrics are included for targeted, meaningful feedback on assessments.



PERSONAL NARRATIVE WRITING RUBRIC
 Student Name: _____ Score: 120

SMALL MOMENT NARRATIVE	Write about _____
LEAD	_____
PARAGRAPHS	_____
TRANSITIONS	_____
DIALOGUE	_____
DETAILS	_____
WORD CHOICE	_____
ENDING	_____
SPELLING	_____
PUNCTUATION	_____

Getting Glasses
 Lesson 22: Writing an Ending

"GLASSES? What do you mean I need glasses?" I asked the eye doctor sitting across from me.

*Anika, I understand you're happier once you get your glasses, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

*Anika, she's right. You should get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

*Dad, what will you say if I said I was finally getting my glasses? Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

*Come on, Anika, you'll find a pair on the shelf after school. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

I walked to the store and bought a pair of glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

*Kelsey, I love my glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

*Hi, my name is _____ Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

*Please _____ Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses. Change for you, but I do think you will be much happier once you get your glasses.

STUDENT SUCCESS PATH for writing

STAGE 1: RELUCTANT WRITER

LOOKS LIKE:

- Disengaged
- Refuses to write or doodles on paper
- Complains about or avoids writing

HOW TO HELP:

- Offer choice
- Teach daily mini lessons broken into small pieces
- Give one short writing task each day that is easy to implement

STAGE 2: WILLING WRITER

LOOKS LIKE:

- Does the bare minimum
- Asks for help frequently

HOW TO HELP:

- Support growth
- Teach specific skills

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate success
- Give a challenge
- Publish work

LESSON 32: ADDING DETAILS REVISING

ESSENTIAL QUESTION What strategies can writers use to add more details to their writing?	MATERIALS details anchor chart from lesson 16 sticky notes
--	---

MINI LESSON

"Today you are going to revise your stories to add more details that will interest your readers."

Review the details anchor chart.

Have students practice making a few nouns more specific and detailed. You can use the examples below and write the words on your whiteboard. Students can give additional examples of specific nouns.

game	Risk hide and seek
dog	brown and white puppy Golden Retriever
shoes	pink flip-flops Nike Air Jordans

WORK TIME

Go back through their masterpiece and underline the nouns. Then, they will decide which nouns to add more detail. Remind students that all nouns don't have to be specific. Writing is more interesting when it is varied. Just choose the nouns that are especially broad and make them more specific.

EDITING MARKS

Symbol	Use	Example
≡	when a word needs to be capitalized	mrs. owens ≡ ≡
9	when you need to delete something	I got a new new hat.



Everything you need to teach personal narrative writing in a way that is fun for your students and easy for you!