

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!

WRITING A LEAD THAT HOOKS READERS
HOW WILL YOU **START** YOUR STORY?
SOUND
Pop!

QUESTION
ever wondered what a
gue feels like? After my
oo, I will never have to
nder again!

LOGUE
your chaperone,
called after us.

A Chilly Surprise
Lesson 20 Transitions

"Molly! Molly! Come look! Hurry!" called my little sister Katie. She was standing in the doorway of the bedroom. I blinked open my eyes and gave a big stretch. We were staying at my grandma's house in Michigan for winter break, and my little sister had been waking me up early each morning. I got out of bed and curiously followed her to the row of windows that lined the living room. The whole front yard was covered in a blanket of glistening white snow. Katie and I had lived out West our whole lives, so seeing snow like this was something we had never experienced.

"Isn't it gorgeous, girls?" my grandma asked as she entered the living room behind us and smiled in awe of the beauty, as well.

"Grandma, can we play in it? Please! Please! Please!" begged my sister as I started joining in, too.

"Well, of course! You just need to go to the downstairs closet and search through all of the snow things to see what fits you. You girls are going to need gloves, coats, snow boots, and some warm hats," replied Grandma.

After we had found the perfect clothes to keep us warm and dry in the chilly snow, we were ready to play. We burst out of the front door excitedly.

"This is the BEST!" yelled Katie.

First, we began building a snowman. We rolled and poked down a giant ball on making the second ball to go on top, but we quickly grew tired. We did each other instead.

Next, we made snow angels swayed our hands and feet beautiful angels. Katie and I

Finally, we decided that we get out of our snow.

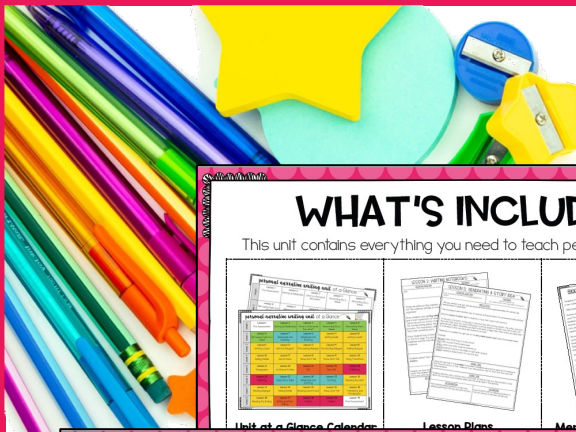
"Well, that was quick."

"Um...We're done just I said and smiled. Kat I couldn't remember

Which is correct?
A. "Apples are my favorite fruit," I said.
B. "Apples are my favorite fruit," I said.
C. "Apples are my favorite fruit," I said.
D. "Apples are my favorite fruit," I said.

Is it a personal narrative?
a report about the major battles in the Civil War





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

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

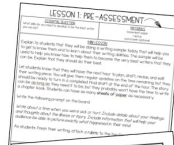
QUICK START

Follow for a successful first week of writing instruction!

Get the Week One PDF. This links everything you need

For long-term use. I printed 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 skill through a masterpiece writing (working draft) - see page 12!

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Click the name of the section to jump to that part of the directions!

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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.

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THE WRITING NOTEBOOK

Every student will need a composition notebook for 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 genre (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

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

MASTERPIECE WRITING

During the first two weeks of the unit, 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 GRADES

During the first two weeks of the unit, 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.

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WHAT IS A PERSONAL NARRATIVE?

ARE THE MAIN CHARACTER IN THIS STORY?

WHAT IS A PERSONAL NARRATIVE?

YOU ARE THE MAIN CHARACTER IN THIS TRUE STORY!

EXAMPLES

WHAT IS A PERSONAL NARRATIVE?

ARE THE MAIN CHARACTER IN THIS STORY?

EXAMPLES

NOTE!

When using the mentor text, the mentor text or chart is used to model the skill. In the writing unit, the mentor text about a missing pet to setting an anchor chart with examples you can use the examples I have provided to help guide the writing process to come up with your own masterpiece writing activity!

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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 | Lesson 4 | Lesson 5 |
| Week 2 | Lesson 6 Narrowing Topic to a Seed | Lesson 7 Rehearsal and Drafting | | |
| Week 3 | Lesson 11 Writing a Lead | Lesson 12 What is Dialogue? | | |
| Week 4 | Lesson 16 Adding Details | Lesson 17 Word Choice | | |
| Week 5 | Lesson 21 Paragraphs | Lesson 22 Writing an Ending | | |

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 |

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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
learned
share

Write
spent

"In ord
sound

Comple
your c
notebo
will cre

"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!



Road Trip!

Lesson 10: Writing a Lead

BOOM! KA-DONKI KA-DONKI KA-DONKI!

"Papà! What was that?!" I stammered as the palms of my hands slowly uncovered my eyes to reveal what we had hit. All I could see was the pitch-black sky with a sliver of bright white moon. The giant pine trees were still flying by as our long brown station wagon continued down the dark road.

KA-DONKI KA-DONKI KA-DONKI!

"Papà, what is that noise?" I cried. Our car was wobbling back and forth, causing us to jerk left and right. I could feel the worry rise up my spine and tingle in the back of my neck. What was that weird noise? Why wouldn't Papà answer me? A few seconds later (which felt like an hour), Papà finally answered.

"Well, Isabella, I think we might have just blown a tire. I'm going to try to find a safe place off to the side of the road here to check and see what's going on," Papà replied, sounding a little unsure.

The loud noise and constant bumpiness continued to make me nervous. I watched out the front windshield from the back seat as our headlights guided us down the gloomy black asphalt. The car coasted off to the side of the road, and I could feel us come to a halt. CLICK! I undid my seat belt and began to peer out each window of the car. I stared with my eyes wide open into the night, but all I could see was complete blackness.

"You stay in the car, okay? There's not much to see out there, and it's dangerous on the side of the road like this. It's best if you just stay put. If it's the tire, this shouldn't take long, alright?" Papà instructed. I just nodded my head because I was too afraid to go out there anyway.

He grabbed a flashlight and went out the driver's side door. SLAM! My heart jumped as he shut the car door. I was sitting in the back seat trying to see my dad over the front seats. I could only make out the arch of his back through the headlights as he bent over the front tire. Then, he was gone. I sat up higher and looked around.

"Papà?" I whispered. My eyes were darting all around the car. Where'd he go? My heart began beating

Best Day Ever

Lesson 23: Editing

As I entered the front door of my house I had just gotten

Tasty Treat

Lesson 17: Word Choice

itized by the flickering bright yellow and orange colors of the campfire. I seemed to reach up toward the dark night sky. It was a chilly night, but I tried to keep my hands, feet, and face nice and warm. My troop had camped here, and this was our first night camping. We all waited anxiously for our dad to come back to the truck to grab what he had described as a "tasty camp treat." "I have it!" called Mr. Maddox as he made his way back to us. We all looked at him, intrigued by what he had brought over. He had a large box of graham crackers, marshmallows, and a humongous chocolate bar that read "KING SIZE" on the wrapper. "It's a piece of long wire-like sticks clanging together under his arm." "What's the treat?" my friend Ezra asked, looking puzzled and disappointed at the sight of a single marshmallow and a piece of chocolate. "It's a treat to roast a marshmallow and smash it between two graham crackers or to eat a piece of chocolate." Mr. Maddox explained. "I'll let you have it, but he never let it touch the fire. We all watched carefully as he slowly melted the chocolate. I watched as he turned it over and over. Next, he took it out and placed a graham cracker and piece of chocolate. Finally, he placed a graham cracker on top of the chocolate. As he opened his mouth really wide. Then, he glanced over to see if anyone was watching. "It's a bite. I'm sure that we looked like puppies begging for our first bite." Mr. Maddox, passing the treat to me, said. "I'll start with this one, but you have to share it. I'll start with this one."

New School

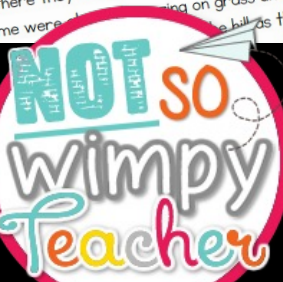
Lesson 21: Paragraphs

"Are you a little nervous?" the principal asked. "A little," I replied, half fibbing. The truth was that I had had butterflies in my stomach.

Unexpected Guests

Lesson 3: What is a Personal Narrative?

"Don't worry, sweetheart. Wake up." I heard a voice whispering as my arm was being rubbed. I opened my eyes and squinted to help them adjust. I could see my mom's face. "It's just a dream, sweetheart. Wake up." I heard a voice whispering as my arm was being rubbed. I opened my eyes and squinted to help them adjust. I could see my mom's face.

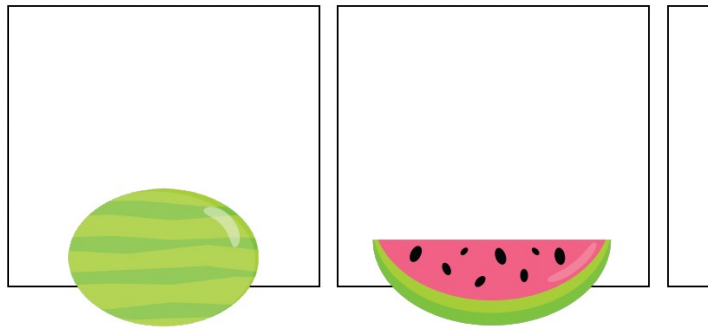


No need to buy books or spend time searching for mentor texts! This bundle contains 14 original mentor texts to help you teach specific personal narrative writing skills.

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**

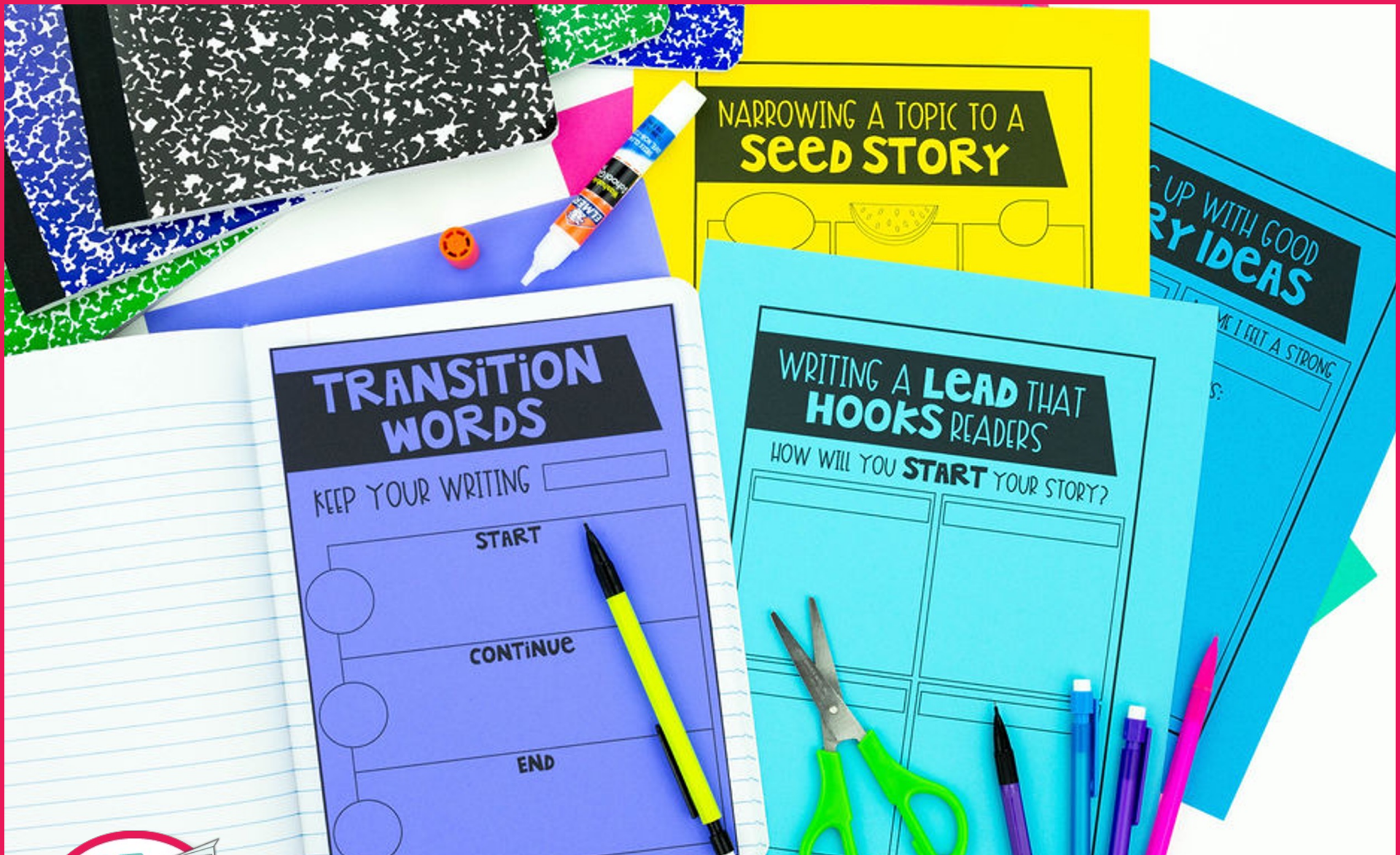
A **SEED STORY** FOCUSES ON JUST ONE

SMALL MOMENT IN TIME.



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



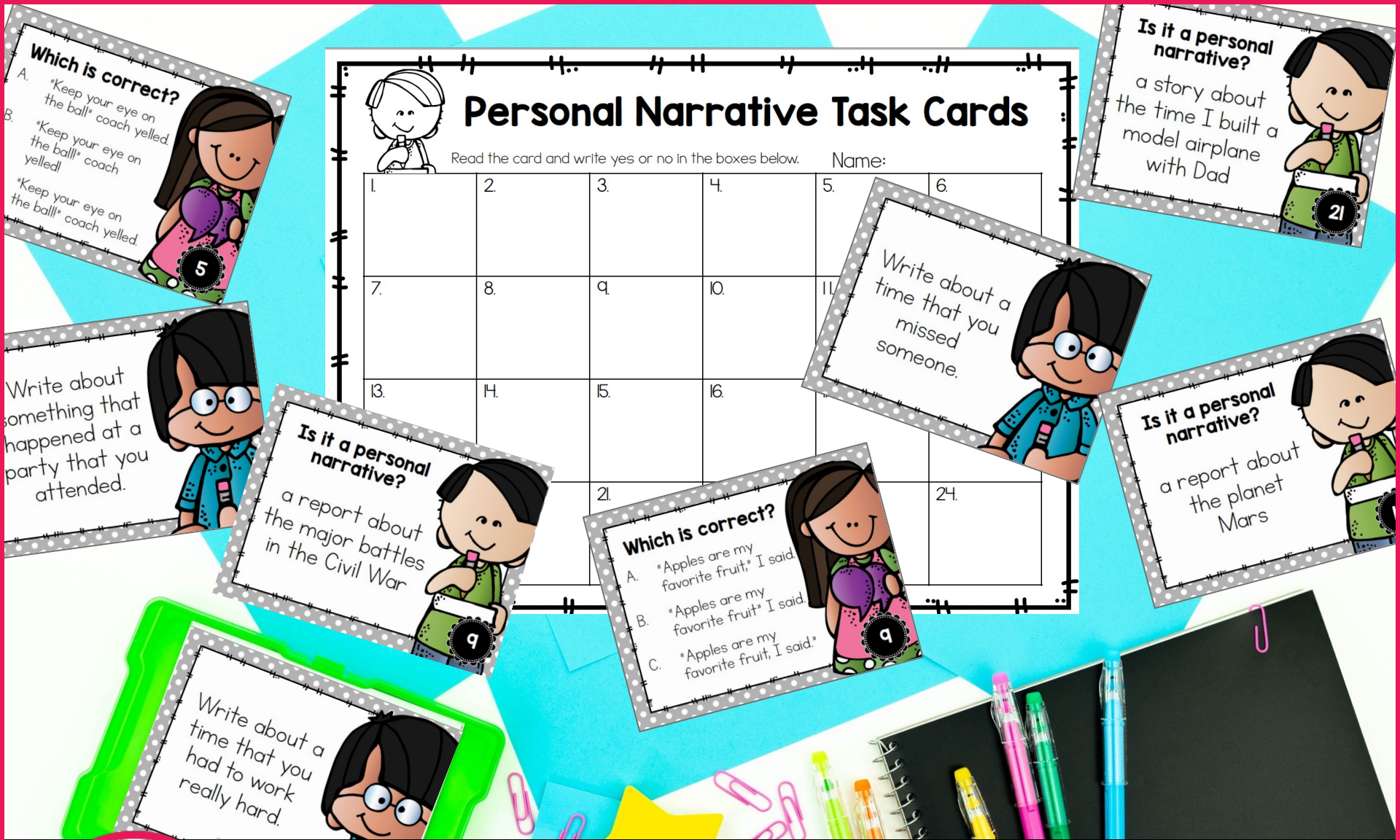


Students build their own writing notebook with handy anchor charts and graphic organizers to reference throughout the writing process. A digital option is included.

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. | 12. |
| 13. | 14. | 15. | 16. | 17. | 18. |
| 19. | 20. | 21. | 22. | 23. | 24. |

Which is correct?

A. "Keep your eye on the ball" coach yelled.

B. "Keep your eye on the ball" coach yelled!

C. "Keep your eye on the ball!" coach yelled.

5

Is it a personal narrative?

a story about the time I built a model airplane with Dad

21

Write about something that happened at a party that you attended.

Is it a personal narrative?

a report about the major battles in the Civil War

9

Write about a time that you missed someone.

Is it a personal narrative?

a report about the planet Mars

Which is correct?

A. "Apples are my favorite fruit," I said.

B. "Apples are my favorite fruit" I said.

C. "Apples are my favorite fruit, I said."

9

Write about a time that you had to work really hard.



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.

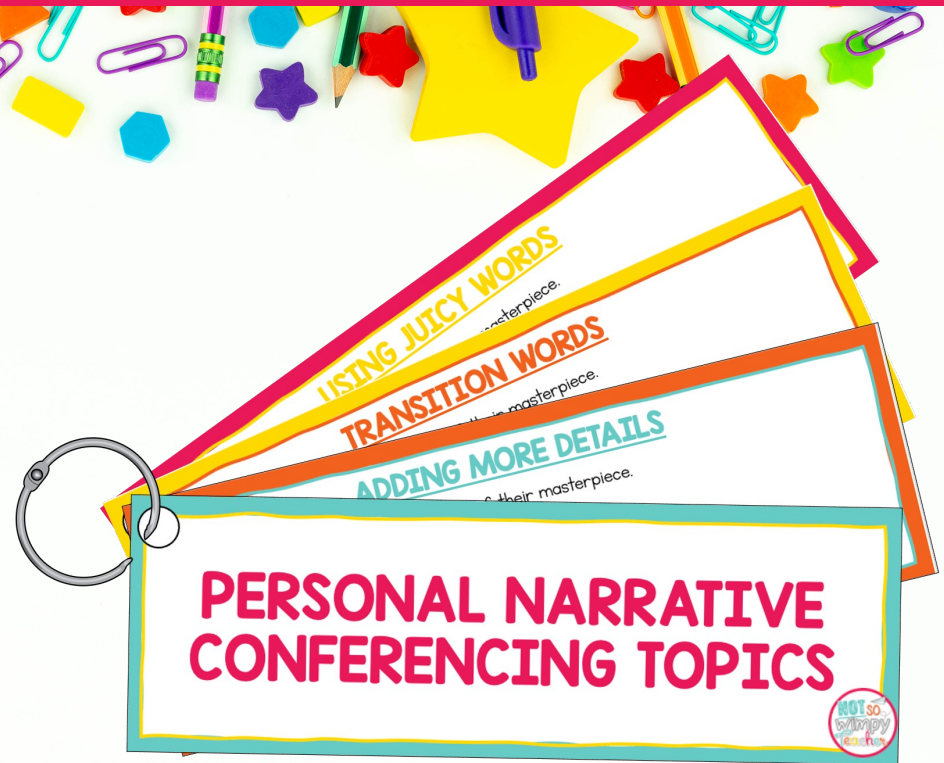
3. Review and Revise!

- 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 |

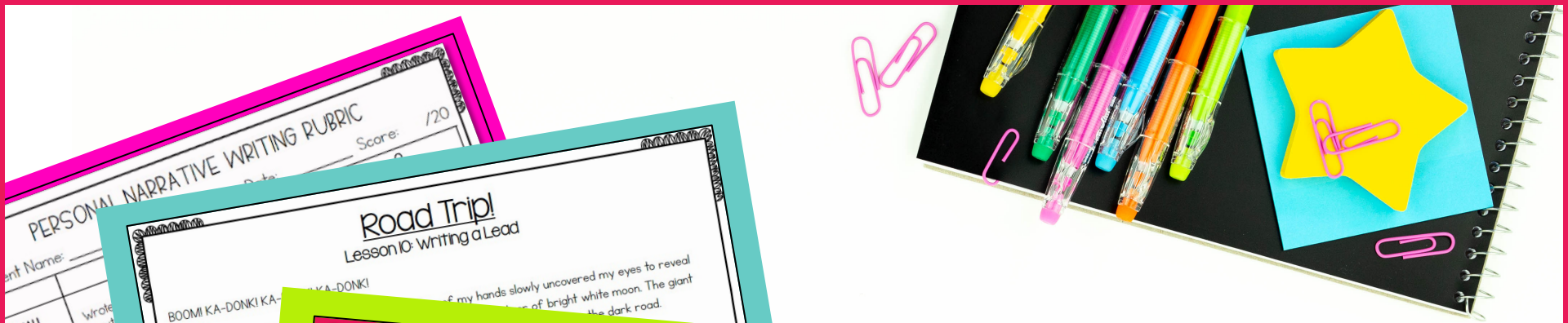
PERSONAL NARRATIVE WRITING RUBRIC

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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| | 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

Score: 120

Student Name: _____

Write about _____

| | | | | | | | | | |
|------------------------|------|------------|-------------|----------|---------|-------------|--------|----------|-------------|
| SMALL MOMENT NARRATIVE | LEAD | PARAGRAPHS | TRANSITIONS | DIALOGUE | DETAILS | WORD CHOICE | ENDING | SPELLING | PUNCTUATION |
|------------------------|------|------------|-------------|----------|---------|-------------|--------|----------|-------------|

Road Trip!
Lesson 10: Writing a Lead

BOOM! KA-DONKI KA-DONKI KA-DONKI
of my hands slowly uncovered my eyes to reveal
of bright white moon. The giant
the dark road.

*Popo! What was that
what we had hit. All
pine trees were st

KA-DONKI KA-DONKI

*Popo, what is that
right. I could hear
noise? Why was he
answered.

*Well, Isabella was
side of the road.

The loud windsh
coastline
began to
could

*You know, I
n

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
- Teach
- Generate

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate
- Give a
- Publish

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.

| | |
|--------|---|
| school | Cottonwood Elementary School Sacred Heart Catholic School |
| snack | red apples and peanut butter pretzel sticks and carrots |
| shirt | red and black striped t-shirt Red Sox baseball team jersey |

WORK TIME
Go back through their masterpiece and underline the nouns. Then, they will decide which nouns need 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 ≡ ≡ |
| ⊖ | 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!