

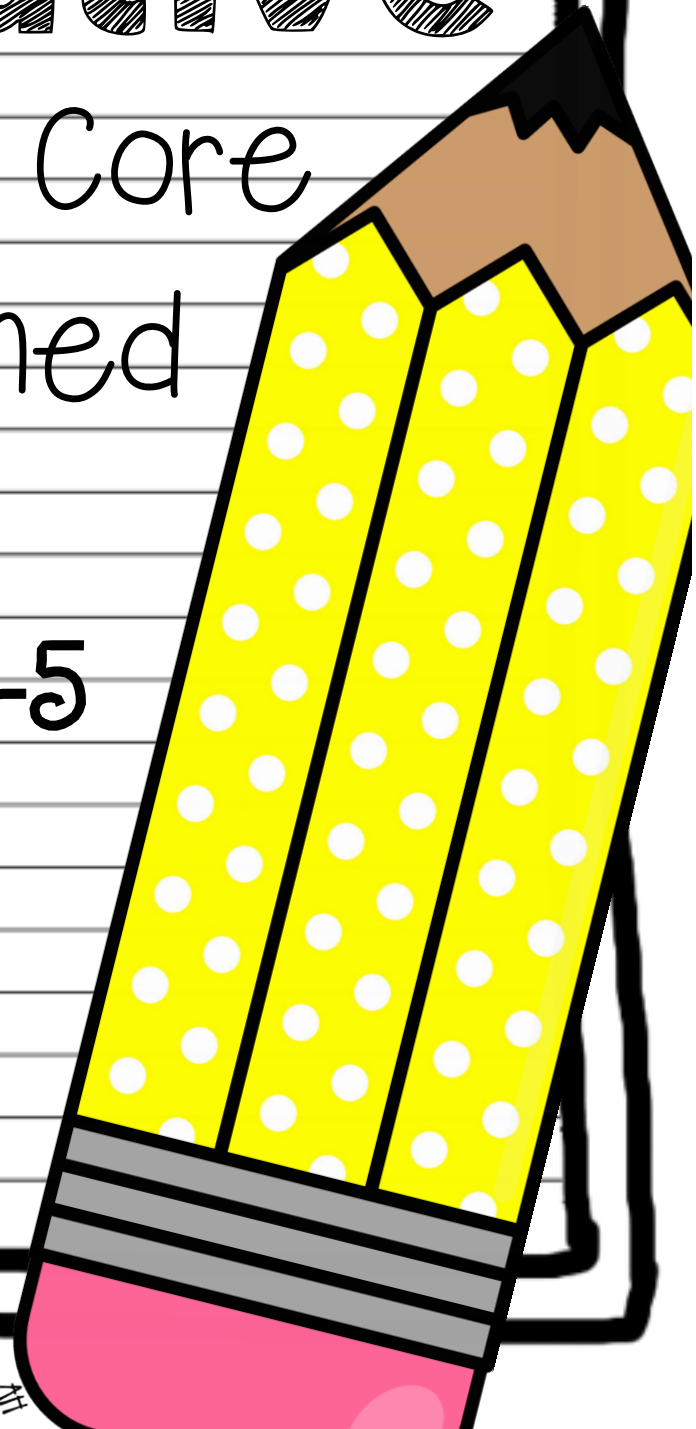
# Personal Narrative

Common Core

Aligned

Unit

Grades 3-5



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# Note to the Teacher....

The teacher overview

is an overview of my lesson plans. I use the anchor charts to begin my mini lesson, then use the worksheets to review the concept being taught that day. The students are working on their personal narratives throughout the entire unit! I have my students keep their writing in a "drafting" folder until they are ready to publish.

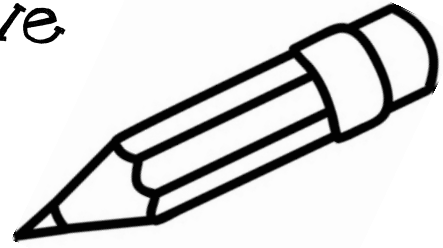
I actually printed the anchor charts and hung them in my classroom as I was teaching this unit. If you prefer larger anchor charts on chart paper, you could use these for ideas and make your own.



# personal narrative

## CCSS

### 3rd Grade



CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **(Day 2- “Small Moment”, Day 3- “Strong Lead”, and Day 4 - “Sequence”)**
- CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **(Day 5 - “Adding Dialogue” & Day 6- “Show Don’t Tell & Sensory Details)**
- CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order. **(Day 4 - “Sequence”)**
- CCSS.ELA-Literacy.W.3.3d Provide a sense of closure. **(Day 7 - “Strong Ending”)**

### 4th Grade

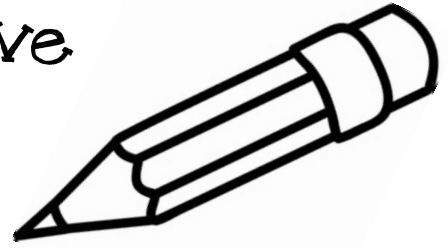
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **(Day 2- “Small Moment”, Day 3- “Strong Lead”, and Day 4 - “Sequence”)**
- CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. **(Day 5 - “Adding Dialogue” & Day 6 - “Show Don’t Tell & Sensory Details)**
- CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events. **(Day 4 - “Sequence”)**
- CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. **(Day 6- “Show Don’t Tell & Sensory Details)**
- CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events. **(Day 7 - “Strong Ending”)**

# personal narrative

## CCSS

## 5th Grade



CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **(Day 2- “Small Moment”, Day 3- “Strong Lead”, and Day 4 - “Sequence”)**
- CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **(Day 5 - “Adding Dialogue” & Day 6- “Show Don’t Tell & Sensory Details”)**
- CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **(Day 4 - “Sequence”)**
- CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. **(Day 6- “Show Don’t Tell & Sensory Details”)**
- CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events. **(Day 7 - “Strong Ending”)**

# teacher overview



day

lesson

materials

<b>Day One Ideas</b>	<p>Discuss: What is a personal narrative? Share Anchor Chart</p> <p>Students complete the Narrative Ideas</p>	<p>Materials: Personal Narrative Anchor Chart Personal Narrative Ideas sheet</p>
<b>Day Two Small Moment</b>	<p>Discuss: Small Moments</p> <p>Students complete the small moment</p>	<p>Materials: Small Moment Anchor Chart Small Moments Circle Map</p>
<b>Day Three Strong Lead</b>	<p>Discuss: Strong Leads Complete the strong leads worksheet together.</p> <p>Choose a strong lead &amp; write a beginning paragraph for personal narrative.</p>	<p>Materials: Strong Leads Anchor Chart Strong Lead Worksheet</p>
<b>Day Four Sequence</b>	<p>Discuss: Sequence &amp; Transition words</p> <p>Write the middle of their personal narrative in sequential order using transition words.</p>	<p>Materials: Sequence Anchor Chart Transitions Anchor Chart</p>
<b>Day Five Adding Dialogue</b>	<p>Discuss: How dialogue adds detail and how to appropriately write dialogue. Complete dialogue worksheet.</p> <p>Students should add at least two dialogue sentences to personal narrative.</p>	<p>Materials: Dialogue Anchor Chart Dialogue Worksheet</p>

# teacher overview



day

lesson

materials

<p><b>Day Six</b> <b>Show Don't Tell</b> <b>&amp;</b> <b>Sensory Details</b> <small>(You may choose to split this up into two days)</small></p>	<p>Discuss: Showing your feelings rather than telling them &amp; Sensory Details</p> <p>Complete the show not tell sensory details worksheet</p> <p>Add showing sentences &amp; sensory details to personal narratives.</p>	<p>Materials: Show Not Tell Anchor Chart Show Not Tell worksheet</p>
<p><b>Day Seven</b> <b>Strong Ending</b></p>	<p>Discuss: Strong Ending</p> <p>Students write an ending to their personal narrative</p>	<p>Materials: Strong Ending Anchor Chart</p>
<p><b>Day Eight</b> <b>Editing</b></p>	<p>Students will use the self edit checklist and the peer edit checklist to edit their personal narrative.</p>	<p>Materials: Peer Edit Checklist Self Edit Checklist</p>
<p><b>Day Nine</b> <b>Publish</b></p>	<p>Students will write the final copy of their personal narrative.</p>	<p>Materials: Paper for final copy.</p>

Teacher uses rubric to grade personal narratives.

<p><b>Day Ten</b> <b>Publisher's Party</b></p>	<p>Students will share their personal narratives with their classmates!</p>	<p>Materials: Whatever makes your students feel special &amp; proud of their writing! (for example...a publisher's chair!)</p>
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# personal Narrative

Tells about an event that  
happened to you.





# personal narrative



## ideas

A New Pet	Best Day or Worst Day	A Time You Learned Something New
A Birthday Party	First Day of School	A Vacation/ Place You Visited
A Scary Moment	Family Memory	Most Embarrassing Moment



Zoomed in!

Very specific!

Not too many details!

The most important part of a big story!

## Personal Narrative

Finding a small moment

Not focused!

Too broad!

Too many details!

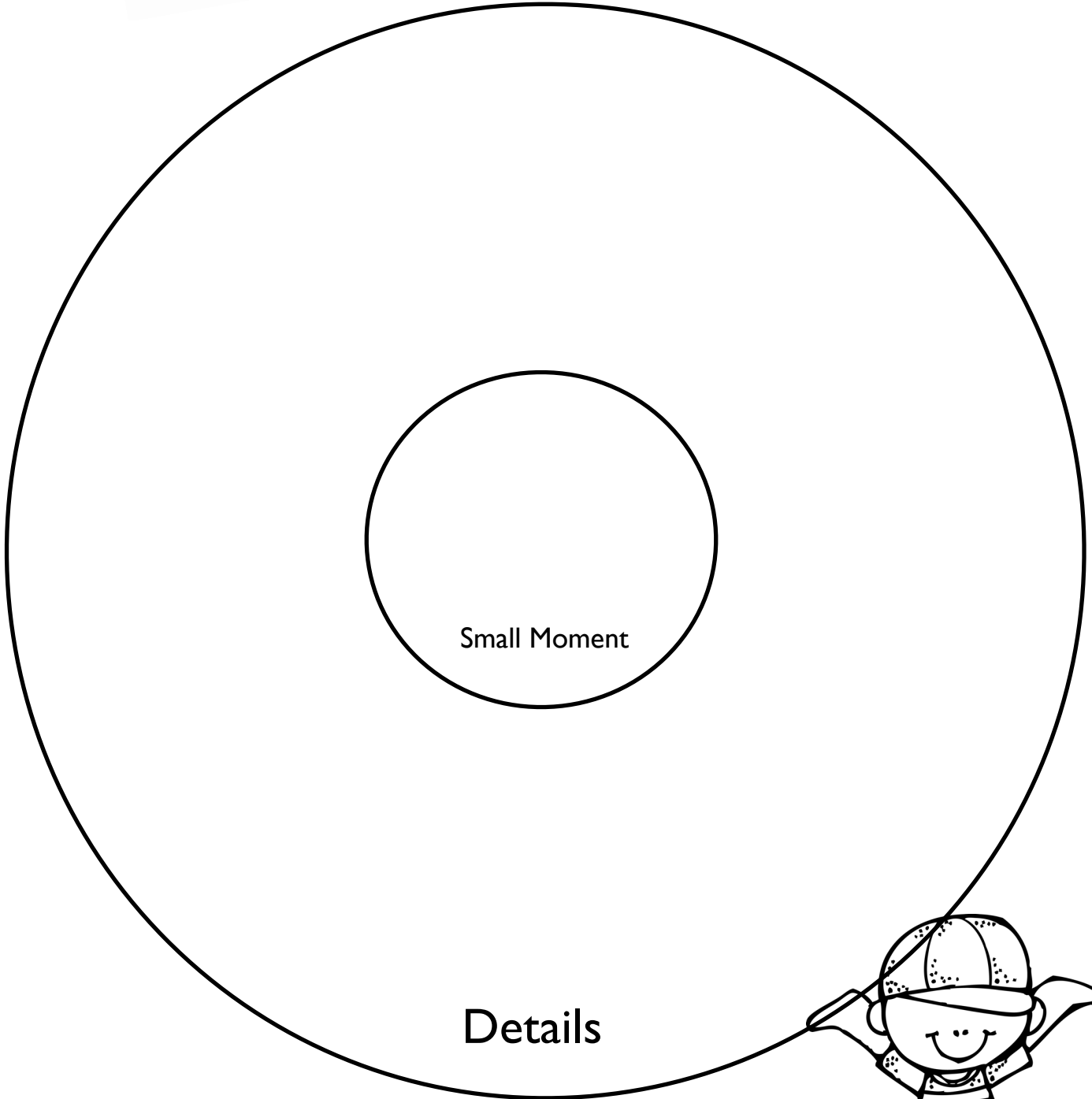
Not zoomed in enough!

A stylized illustration of a whole watermelon with green and yellow stripes. The words "watermelon topic" are written in a bold, black, hand-drawn font across the watermelon.

watermelon topic



personal narrative  
"small moment"



Small Moment

Details



# Create a Strong Lead with...

an action.

a snapshot.

a flashback.

a question.

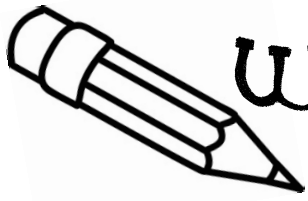
onomatopoeia.

dialogue.

personal Narrative

TH





# writing a strong lead

Here are some examples of ways you can start a personal narrative with a strong lead. Read the example and then write your own for your small moment.

**My Small Moment:** \_\_\_\_\_

**Dialogue** (talking): "Look out!" shouted my best friend.

---

---

**Onomatopoeia** (sound effect): "Whizzzz," sounded the ball as it flew by my head.

---

---

**Action Lead:** I leapt out of the way like I was on fire as the ball flew right by head.

---

---

**Snapshot:** The ball quickly flew by my head and I wondered why it even came in my direction.

---

---

**Question:** Have you ever been in a situation where you were scared for your life?

---

---

**Flashback:** It was a typical day at recess, until I saw my life flash before my eyes.

---

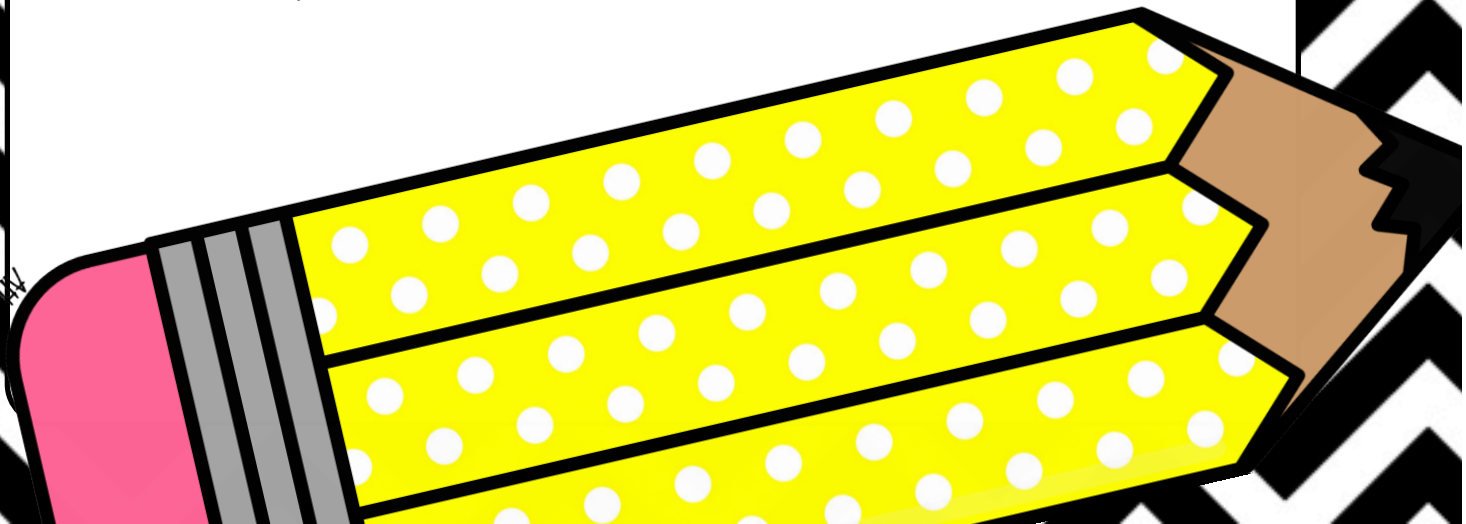
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# Sequence

Beginning - The beginning catches the reader's attention.

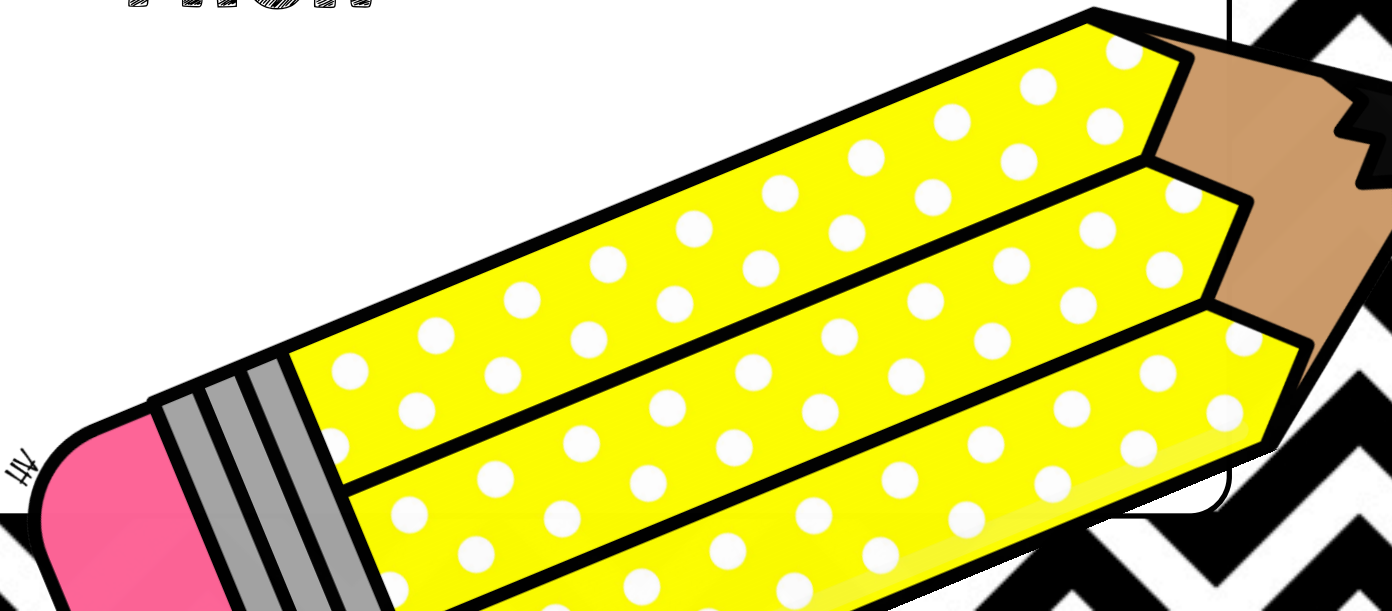
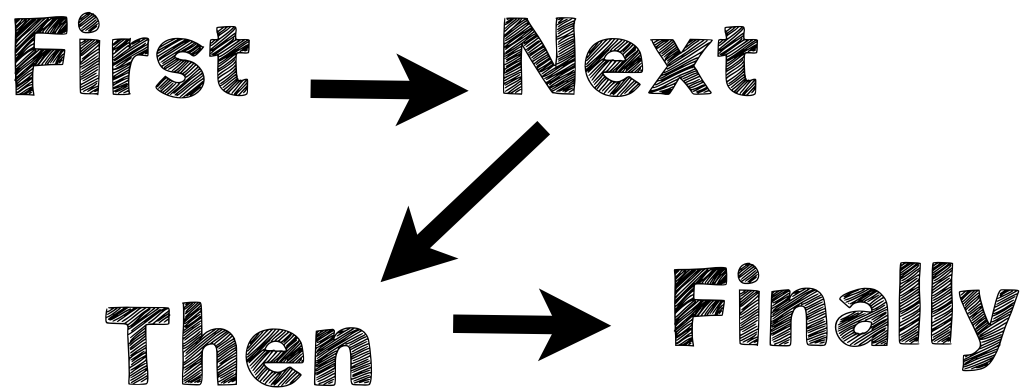
Middle - The middle gives details and examples of what happened during the small moment.

Ending - The ending tells how you feel now, what you learned, or how you were changed.



# Sequence

Good Writers  
Write their story  
in order of how  
it happened....



# Transition Words

after

First

then

afterward

next

finally

last

meanwhile

second

later







# writing in sequence

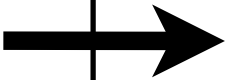
First

Next



Then

After That



Finally



We Show  
not tell

our feelings...

Telling: I was angry.

Showing: I kicked the door  
as I walked out of  
the room.





# show not tell

Change these “telling” sentences into “showing” sentences.

**I was happy.**

---

---

**We lost. I was sad.**

---

---

**My room was very messy.**

---

---

**I was sad.**

---

---

**I was really scared.**

---

---

**I was angry.**

---

---

# Sensory Details

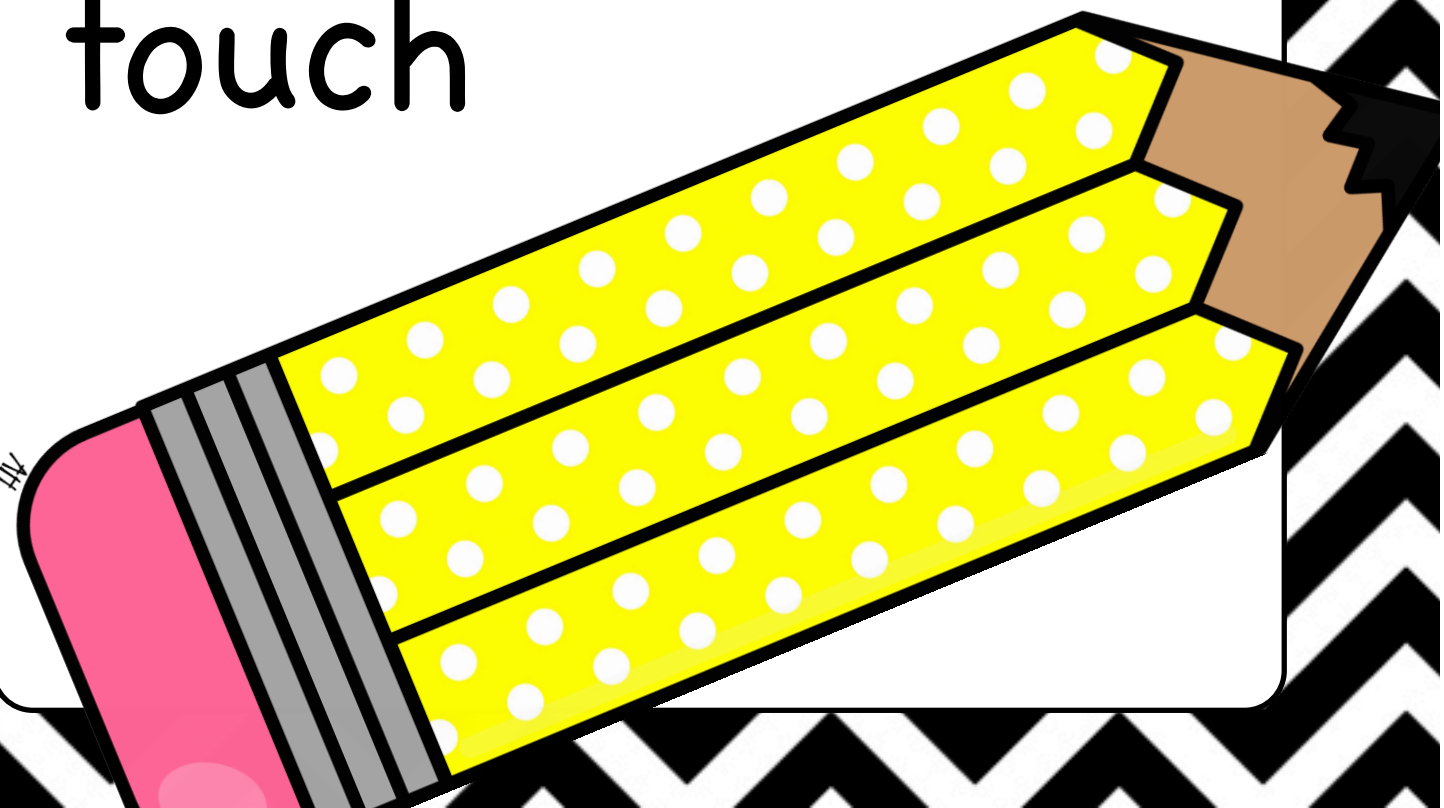
smell

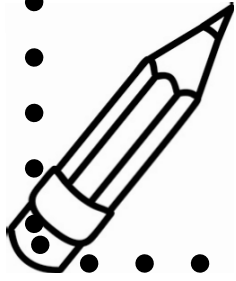
hear

taste

see

touch





# Use Sensory Details to "Show"

See

Smell

Hear

Taste

Touch

Close your eyes and think about your experience. What did you see, smell, hear, taste, and touch? Open your eyes and write what you thought about in each box.

# Use Dialogue

to add detail.

“ ”

“I had a great time at  
summer camp,” I said  
to my mom.





# adding dialogue

**Fix these sentences so the dialogue is correct.**

My dog ran away said my best friend.

---

---

have you ever scored a touchdown asked the coach.

---

---

my teammate shouted watch out for the ball.

---

---

---

**Write a dialogue sentence that would be said  
in each situation.**

at a football game

---

---

at the grocery store

---

---

during recess

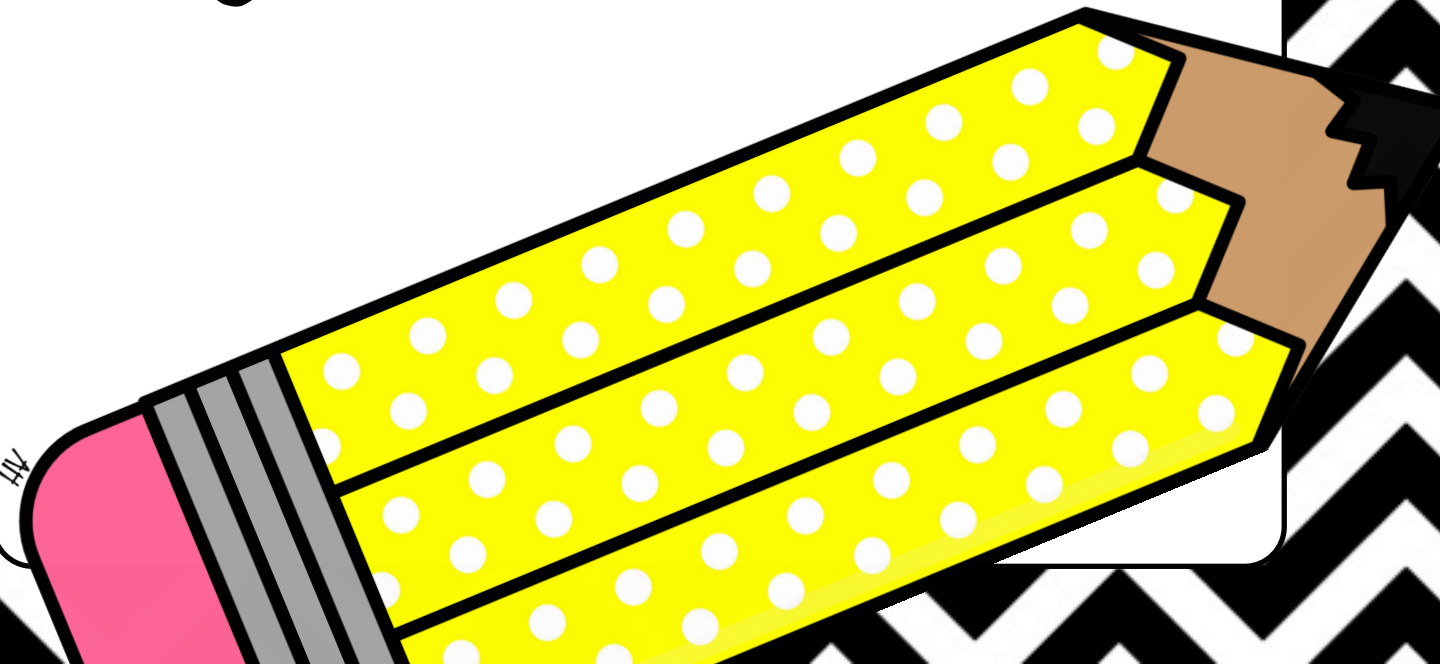
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# Powerful endings

Write an ending that .....

tells how you feel now,  
what you learned,  
**OR** how you changed.







# self edit checklist

Read your personal narrative and complete the check list.....

yes/no

My main idea is a small moment, not a big watermelon idea.

\_\_\_\_\_

I have a good title that relates to my main idea.

\_\_\_\_\_

My main idea is evident in the first paragraph.

\_\_\_\_\_

My story is well organized in the order of what actually happened.

\_\_\_\_\_

My conclusion reinforces my main idea. My story has a good ending.

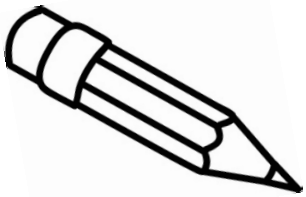
\_\_\_\_\_

I checked the spelling and capitalization of all words.

\_\_\_\_\_

I used descriptive words to make it easy for the reader to visualize what is happening.

\_\_\_\_\_



# peer edit checklist

Have a friend read your personal narrative and complete the check list.....

Needs  
work

good

Outstanding

The story holds the reader's interest.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The main idea is evident in the first paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Story is well organized and easy to read.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Story has a clear beginning, middle, and ending.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

All words are properly spelled & capitalized.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Author included descriptive words to make it easy for the reader to visualize what is happening.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Personal Narrative

by

\_\_\_\_\_

\_\_\_\_\_

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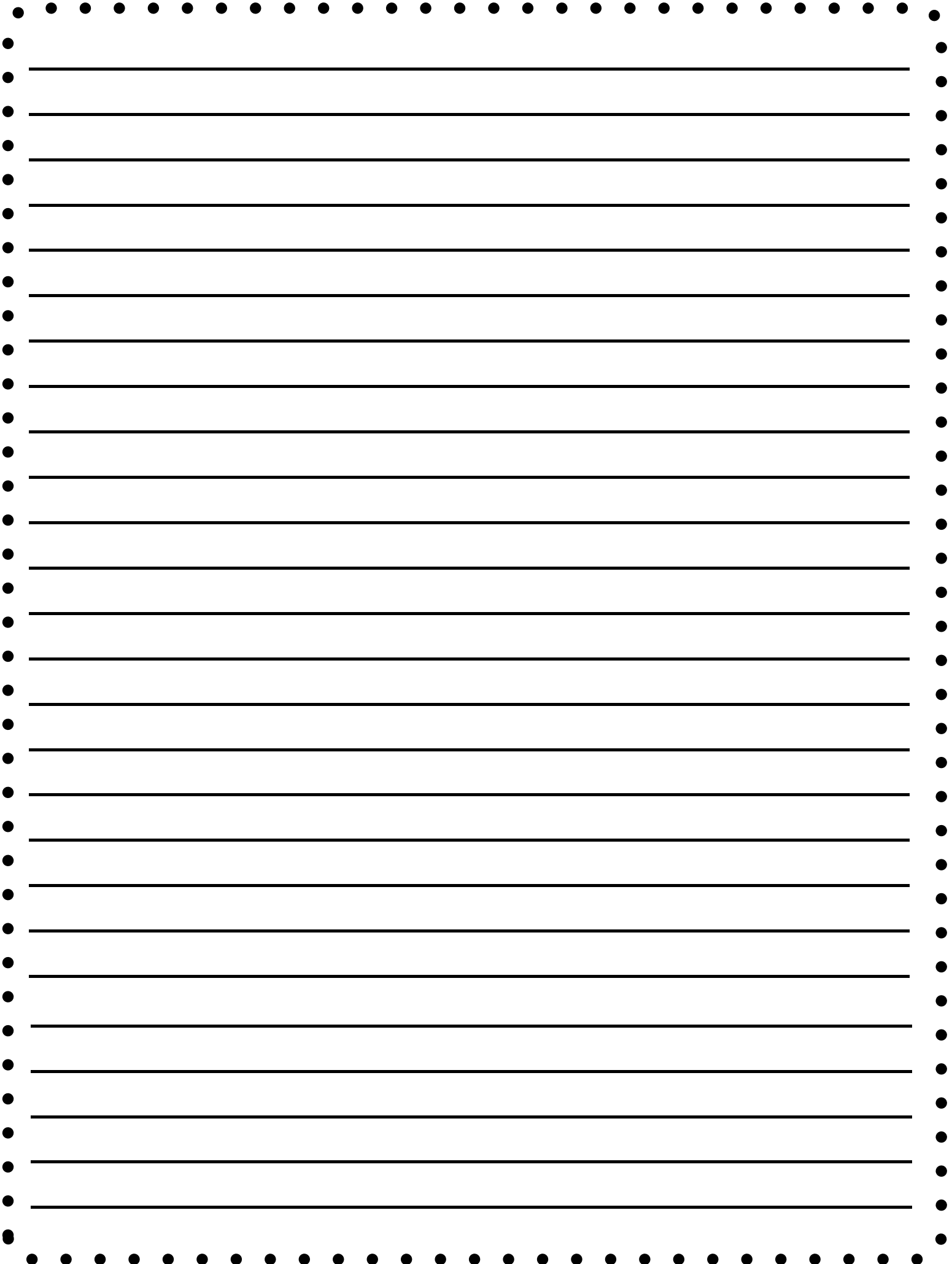
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



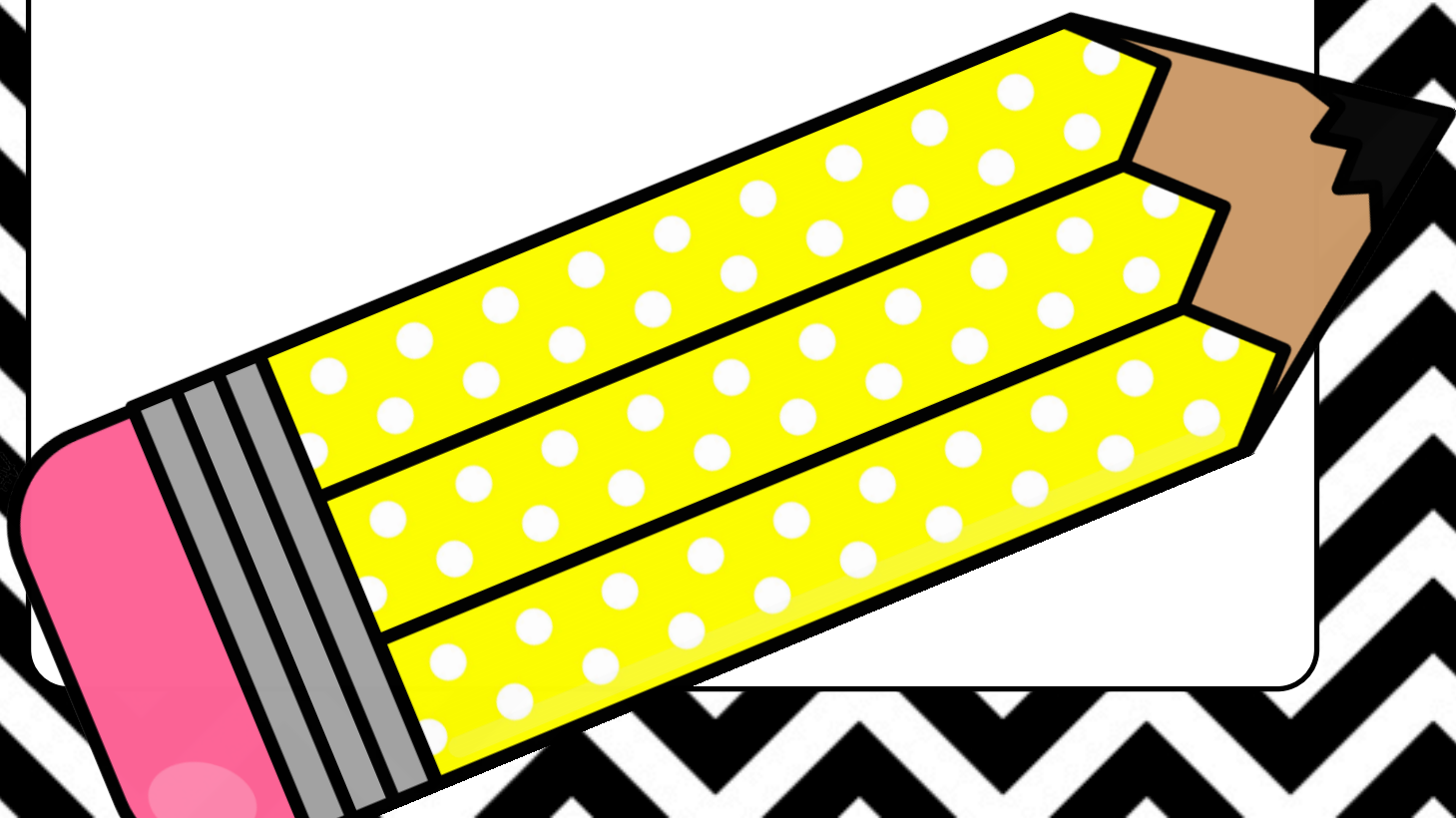
We are  
having  
a publisher's  
party

to  
celebrate our.....

Personal Narratives



# A author's Chair



# Personal Narrative Rubric

Name: \_\_\_\_\_

Needs

Improvement

Satisfactory

3

4

5

	Outstanding	Satisfactory	Needs Improvement
Mechanics	Spelling, Punctuation, and Capitalization are used appropriately. No mistakes are made.	There are very few spelling, punctuation, or capitalization errors.	There are several spelling, punctuation, or capitalization errors.
Organization	All events are clearly in chronological order. There is a clear beginning, middle, and ending.	Most events are clearly in chronological order. There is a beginning, middle, and ending.	Events are in a random order. There is not a clear beginning, middle, or ending.
Detail/ Elaboration	Excellent use of detail making it easy for the reader to visualize your story.	Good use of detail making parts of the story easy to visualize.	Not much detail making it difficult for the reader to visualize.

\_\_\_\_\_ / 15 points

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my product!



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