



Writing Success Week – Writing Process and Personal Narrative

Unit Synopsis

During this unit, students will learn and utilize the writing process to successfully produce a personal narrative extended constructed response (ECR). Students will leverage their knowledge of the characteristics of narrative texts such as theme, story arc, and sensory details. Students will unpack the Narrative ECR Rubric, deconstruct an exemplar, and be guided through a model of the metacognitive writing process necessary as we focus on understanding mentor texts and the use of effective story-telling techniques. This unit concludes with writing workshops that intentionally focus on strengthening the clarity and focus of student writing as students revise and edit their IA (independent application) into a final well-written extended constructed response.

Unit at a Glance

	Focus	Standards
Day 1	Characteristics of a Personal Narrative	W8.3 W8.4 W8.10
Day 2	Brainstorming/Pre-writing for a Personal Narrative	W8.3 W8.4 W8.10
Day 3	Drafting a Personal Narrative	W8.3 W8.4 W8.10
Day 4	Revising and Editing a Personal Narrative	L8.1 L8.2 L8.3
Day 5	Publishing a Personal Narrative	W8.3 W8.4 W8.10

Day 1:		Notes
Standards		
8.10 The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.		
Content Objective		
<ul style="list-style-type: none"> Content Objective: SWBAT determine memorable moments in their life to prepare to write a personal narrative. 		
Know/Do Chart		
Know	Do	
<ul style="list-style-type: none"> Personal Narrative Characteristics Writing Process Plot Structure Setting Characters Characters Conflict 	<ul style="list-style-type: none"> Examine characteristics of a personal narrative text Annotate a Mentor Text Identify Memorable Moments Brainstorming Memorable Moments 	
Advance Preparation and Resources		
<ul style="list-style-type: none"> Teacher Prep <ul style="list-style-type: none"> Internalize ESCAPE Model, Mentor Texts, and Exemplars prior to facilitating lesson. Annotate the Mentor Text with the ESCAPE Characteristics Make copies of all materials (mentor texts, notes, exemplars, rubric, etc) Access to document Camera Resources <ul style="list-style-type: none"> Mentor Texts <ul style="list-style-type: none"> 8th Grade Mentor Text "Cookie" All Grades: Mentor Text: On Being Asked About the Most Memorable Day of My Life (100 Quick writes: Linda Reif) Personal Narrative Rubric ESCAPE Anchor Chart 		
Information and Instructional Notes		
<p>Note: This lesson introduces/reinforces students' knowledge of the necessary components for Personal Narrative Writing. The focus throughout the lesson is understanding the skills assessed in the rubric, how the ESCAPE essay structure supports each component of the rubric, and how it is exemplified through a sample essay. The steps within the lesson can be modified to meet the needs of your individual students; however, it is important to give students the opportunity to independently break down the exemplar—this will be beneficial during the independent application stage of this success unit.</p>		
Vocabulary		
Academic Language: <ul style="list-style-type: none"> Examine Annotate Identify Brainstorm 	Domain Vocabulary: (standard) <ul style="list-style-type: none"> Narrative Plot Settings Brainstorming Theme 	
Lesson (Suggested time frame: 75 minutes)		
Step 1 – Unpack Personal Narrative Structure and Elements <ul style="list-style-type: none"> Unpack what a personal narrative is. <ul style="list-style-type: none"> Start by asking the students what they think a personal narrative is. Have a few scholars share their answers. After a few shares, give the students the definition of a personal narrative: <ul style="list-style-type: none"> Say: A personal narrative is a story detailing or describing an important event or moment in someone's life. They are telling the story using a beginning, middle and end. There will usually be a lesson learned or a theme. Distribute the anchor chart to the students and display it on the document camera. 		10-12 min

E	Establish	Engage the reader by establishing a preview to the lesson learned
S	Setting	When and where the story takes place
C	Characters	Who is the story about?
A	Action	What events happen and how characters experience the events?
P	Problem	What prevents the main character(s) from getting what they want?
E	Ending	Resolution or Solution

10-12 min

Step 2 – Unpack the Personal Narrative [Rubric](#)

The rubric mimics the STAAR Rubric for Informational /Argumentative. This hits all the key components needed.

- Unpack the Organization and Development of Ideas (Score Points 0-3)
 - Theme statement is clear & well-developed (This is the lesson learned)
 - Students should understand the importance of a theme statement that establishes the context for their story. This is what they learned or learned about themselves from this moment.
 - Organization is effective
 - Story should have a beginning, middle and end
 - Details are specific, well-chosen, & relevant
 - Sensory details should be used to invoke imagery while reading
 - Expression of ideas is clear & effective
 - Students should make sure their story is easy to follow without adding unnecessary information in it
- Unpack Conventions (Score Points 0-2)
 - Call to attention the use of the word command
 - Say: What does the word command mean here? Give think time
 - Exemplar student response: Command here means how well you can do something. How much control you have over the use of something.

25-30 minutes

Step 3 – Breakdown Personal Narrative Mentor Text

Teacher should annotate the mentor text with the ESCAPE elements to internalize the pieces of the narrative.

- Students receive the [Mentor Text "Cookie"](#) to keep in their notebook/journal for future reference.
 - Before students begin reading, have them look at it and answer: What do they notice about the personal narrative at first look?
- **Independent:** Read and Annotate: Students will read the mentor text and annotate for the following:

E	Establish	Engage the reader by establishing a preview to the lesson learned
S	Setting	When and where the story takes place
C	Characters	Who is the story about?
A	Action	What events happen and how characters experience the events?
P	Problem	What prevents the main character(s) from getting what they want?
E	Ending	Resolution or Solution

Students need to hang on to this mentor text, they will come back to it this week.

- **Pair Share**
 - Students will compare their annotations with each other making sure to check that they found all the characteristics.
- **Whole Group:** After the students have gone through and shared with their partner, the teacher will use student feedback to label the text on a document camera. This can either be labeled with the letter or it can be highlighted.
 - Make sure you have your exemplar available so you can address any misunderstandings and guide them to the correct pieces.
- After looking at all the characteristics in the mentor text, have the students go back to the text and score it off the rubric. They will give their score and their justification for the score.

10-12 minutes
This mentor text will be short because this is just to get their minds thinking about moments to write about.

Step 4

- **Mentor Text: Memorable Moment** (Can be a class set, students do not have to annotate): Read to the class and break down how this helps with our brainstorming for a personal narrative.
- Direct the students to know the vivid imagery in the 3rd paragraph.

On Being Asked to Select the Most Memorable Day in My Life

Five-thousand-thirty-seven. That's how many days I have to choose from. How could I just pick one that's my most memorable?

The day I turned ten? The day my brother, dad, and I hiked Mt. Washington? The day I rode my first horse? The day I won my first blue ribbon with him? The day I first met my younger brother? The day I won the Young Naturalist Award? The day I finally learned how to do a parallel turn in skiing? The day I first held my boxer puppy?

But I don't remember the days. I remember the moments. I don't remember the day I turned ten. I remember eleven pink candles on a chocolate cake, one for good luck. I don't remember the day I won my first blue ribbon with my horse. I just remember the feel of that last jump, how the world seemed to hold still and we were in the air for too long not to be flying. I remember the buttercups I had wound into his braided mane. I don't remember the day I finally learned how to parallel ski. I just remember the second when everything came together and I was suddenly gliding down over the bright, white snow that was making rainbows dance off my skis.

I don't remember whole days. Just moments, that I can't give a date or a time. When I was little I tried to capture the brilliant light of stained glass windows in my hands and carry it home. Moments are like that; I can't hold them but I still remember them.

CFU: What makes these memorable moments?

Assessment

6-8 minutes

Exit Ticket/Look Fors:

- Students jot down a list of 5-7 memorable moments for them. (These will be important for them to use the next day to fill out their pre-writing graphic organizer)

Next Steps:

Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.

Day 2:		Notes
Standards		
8.10 The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.		
Content Objective		
<ul style="list-style-type: none"> Content Objective: SWBAT understand the pre-writing/brainstorming process by creating a story arc for their personal narrative. 		
Know/Do Chart		
Know	Do	
<ul style="list-style-type: none"> Personal Narrative Writing Process Brainstorm Pre-writing Phase Narrative Structure 	<ul style="list-style-type: none"> Unpack Prompt Prewrite/Brainstorm Choose a Memorable Moment Create Story Arc 	
Advance Preparation and Resources		
<ul style="list-style-type: none"> Teacher Prep <ul style="list-style-type: none"> Internalize Exemplars and graphic organizers prior to facilitating lesson. Create your exemplars for your personal narrative for modeling. Make copies of all materials (graphic organizers, prompt, etc.) Access to document Camera Resources <ul style="list-style-type: none"> ESCAPE Graphic Organizer Inner/Outer Circle Narrative Prompt 		
Information and Instructional Notes		
<p>Note: This lesson strengthens students' understanding of the brainstorming process. Students will start the lesson with a breaking down the prompt. The students will then move into the brainstorming stage where they will see how an inner/outer circle is executed and then create one of their own for their narrative. They will end the lesson by choosing a moment to write about and filling in a graphic organizer for the ESCAPE model.</p>		
Vocabulary		
Academic Language: <ul style="list-style-type: none"> Organize Develop Unpack 	Domain Vocabulary: (standard) <ul style="list-style-type: none"> Brainstorming/Prewriting Story Arc Prompt Theme/Lesson Learned 	
Lesson (Suggested time frame: 75 minutes)		
Step 1 – Unpack the narrative prompt <ul style="list-style-type: none"> Give the students 2 minutes to look over the prompt and then <ul style="list-style-type: none"> Ask: What topic is the focus of this prompt? Exemplary Responses <ul style="list-style-type: none"> The topic is an important moment in our life. Signal words to help them know it is a narrative: 		8-10 minutes

- Tell the story, narrative, story arc, your life.

Tell the story of an important moment in your life.

Write a well-organized narrative that gives specific details and a story arc to answer the prompt.

Remember to—

- Clearly show your theme or lesson learned
- organize your writing
- develop your ideas in detail
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can—

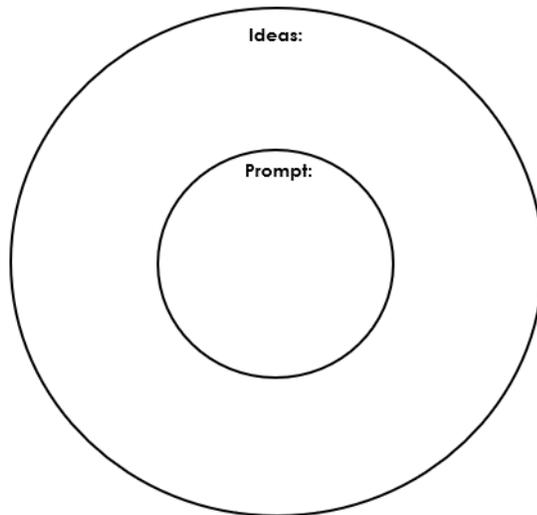
- plan your response
- write your response
- revise and edit your response
- **Ask:** How does this connect back to our memorable moment text we read yesterday? Have 2-3 students share.

Step 2 – Pre-writing/Brainstorming Narrative Prompt

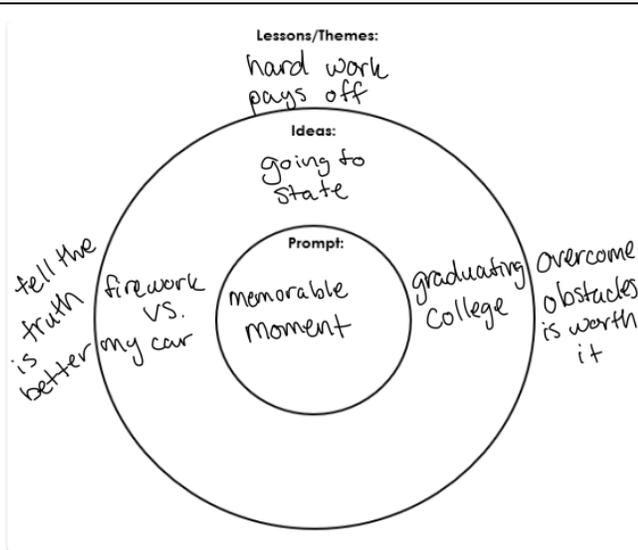
- Distribute Inner/Outer Circle organizer and display on document camera.
- Introduce the Pre-Writing/Brainstorming Stage
 - **Say:** Pre-writing is where we brainstorm the ideas we want to write about. This can also be called the brainstorming stage.
- Go over inner/outer circle brainstorming graphic organizer.
 - Explain the different sections of the circles. Let them know this organizer can be adjusted to use for any type of writing.

10-15 minutes

Lessons/Themes:



- Teacher Model – Inner/Outer Circle
 - Teacher will model filling out the inner/outer circle with their own personal narrative moments, so students understand how to complete it.



NOTE: Teacher model will differ based on their own personal experiences

Step 3 – Students complete Inner/Outer Circle Graphic Organizer

15-20 minutes

- Students will choose their top 4 memorable moments from the previous day exit ticket and fill in the moment and the theme or lesson learned for each moment.

Step 4 – Model Story Arc
Choosing a Moment and Story Arc

10-12 minutes

- Teacher Action: Do a think aloud about choosing which moment you want to write about.
- Story Arc
 - Model filling out the graphic organizer for the Story Arc of the chosen moment.

E	Establish	Engage the reader by establishing a preview to the lesson learned	I learned really quick it is better to tell the truth first.
S	Setting	When and where the story takes place	4th of July weekend - in a field outside of town
C	Characters	Who is the story about?	me, Bethany, Brittany, Megan
A	Action	What events happen and how characters experience the events	set off fireworks (wasn't supposed to) it busted car window and I lied to my parents what happened
P	Problem	What prevents the main character(s) from getting what they want?	lied and it made things worse
E	Ending	Resolution or Solution	I finally told the truth

10-15 minutes

Step 5 – Independent Application

- Students will go through their inner/outer circle and choose the moment they want to write about.
 - Students will create an outline of the Story Arc for the moment chosen using the [ESCAPE Graphic Organizer](#).

5 min

Assessment

Exit Ticket/Look Fors:

- Students finalize their graphic organizer and turn it in for teacher review.

Next Steps:

Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period. Go through their graphic organizers and look for any misconceptions.

--	--

Day 3:	Notes
---------------	--------------

Standards

- **8.10B** - develop drafts into a focused, structured, and coherent piece of writing

Content Objective

- **Content Objective: SWBAT** draft a personal narrative about a memorable moment in their life.

Know/Do Chart

Know	Do
<ul style="list-style-type: none"> • Personal Narratives • Writing Process • Drafting • ESCAPE Model Writing 	<ul style="list-style-type: none"> • Use sensory details • Complete first draft • Include ESCAPE components

Advance Preparation and Resources
--

- Teacher Prep
 - Create and internalize Exemplars prior to facilitating lesson.
 - Make copies of all materials (notes, lined paper, etc.)
 - Cut out strips of paper for Chicken Strips
 - Access to document Camera

Information and Instructional Notes
--

Note: The bulk of this lesson consists of independent work time where students will be moving on to drafting their personal narratives. Students will spend the beginning of the lesson reviewing how to create descriptive writing using sensory details. Consider spending time prepping for individual check-ins or small groups with students who are falling behind.

Vocabulary

Academic Language: <ul style="list-style-type: none"> • Descriptive • Structure • Audience 	Domain Vocabulary: (standard) <ul style="list-style-type: none"> • Rough/ First Draft • Story arc • Theme / Lesson Learned • Sensory Details
---	--

Lesson (<i>Suggested time frame: 75 minutes</i>)

8-10 min

- Step 1 – Descriptive Writing Lesson
- **Say:** When writing a descriptive paragraph, you will use sensory details to create a picture of the story.
 - Give the students a quick descriptive writing practice:
 - Set a timer for 1 minute. Ask the students to describe the room you are in using your five senses:
 - Where are you at this moment?
 - What do you see?
 - What do you hear?
 - What do you smell?
 - What items can you touch that have different textures?
 - Have 2-3 exemplary scholars share their descriptions.
 - **Ask:** Why would this be important in our own writing?

Step 2 – Independent Drafting

- Students will begin drafting using their story arc. Before the students begin, give them some tips for drafting and show them the teacher exemplar to show format and to help get them started.
 - Just Write
 - Keep audience in mind (NOTE: Emphasize this point so students know they need to use details)
 - Don't worry about misspelled words.
 - Indent
- Rough Draft example:

It was 4th of July weekend in the Summer of 2002. It seemed just like any other ~~other~~ ^{summer} July 4th except I had a car this year. I was about to learn a lesson on telling the truth I never knew I needed.

My friends and me decided to go out to a field to pop fireworks. It was me, Brittany, Bethany and Megan. My parents had already told me I couldn't pop fireworks unsupervised. We decided we would do it anyways. We went and bought some fireworks and decided to do it anyways.

Everything was going fine until a bottle rocket shot straight thru my side car window. It shattered immediately. We loaded up immediately and I went straight home.

I didn't want to get in trouble for doing what I wasn't supposed to so we told my parents some one broke into my car. This is where it went south. My parents called the police! I didn't know what to do. They showed up and started an investigation. I felt so guilty & knew what I had to do.

I finally fessed up to my parents and the police. I was lucky because you can't get in trouble for making a false report and the officers just had a talk with me instead.

This was an eye opener for me and I learned the valuable lesson to tell the truth first.

55-60 Minutes

Students need to understand that drafting is important because no one writes a perfect paper the first time.

Teacher rough draft will differ based off their personal story they chose to write about. Make sure to include errors in the draft so you can model the revise and edit process with your students. You do not have to write your rough draft live during the lesson. Have the draft prepared and then go through and do a think aloud while breaking down your draft.

Assessment

Exit Ticket/Look Fors:

- Distribute index cards to students and collect their drafts.
 - What is one specific part of your draft you would like me to help with? Write your response on the index card and turn it in on your way out.
- Teacher Note: This will guide your student conferences.

5 minutes

Next Steps:

Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.	

Day 4:		Notes
Standards		
<p>8.10B The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p> <p>8.10C The student is expected to revise drafts for clarity, development, organization, style, word choice, and sentence variety</p> <p>8.10D edit drafts using standard English conventions</p>		
Content Objective		
<ul style="list-style-type: none"> Content Objective: SWBAT revise and edit a draft using CUPS and ARMS and teacher feedback. 		
Know/Do Chart		
Know	Do	
<ul style="list-style-type: none"> Personal Narrative Writing Process Revising and Editing Organizational Structure 	<ul style="list-style-type: none"> Revise Edit 	
Advance Preparation and Resources		
<ul style="list-style-type: none"> Teacher Prep <ul style="list-style-type: none"> Review Exit Tickets from previous day to know what to help each student with prior to facilitating lesson. You may organize these so you can call a student at a time with their index card in front of you. Make copies of all materials (CUPS and ARMS Checklist, etc.) Cut some plain printer paper into strips and make them readily available for student access. Access to document Camera Resources <ul style="list-style-type: none"> Cups and Arms Checklist 		
Information and Instructional Notes		
<p>Note: This lesson spotlights writing conferences that focus on the students' areas of concern. During these conferences, students will be able to ensure they are aligning their work to the Narrative Rubric. Once conferencing ends, students should begin the revising and editing process using the checklists provided. If there were whole class misconceptions based on the Lesson 3's Exit Ticket, ensure you adjust the lesson to include reteaching.</p>		
Vocabulary		
Academic Language: <ul style="list-style-type: none"> Usage Punctuation Grammar Mechanics 	Domain Vocabulary: (standard) <ul style="list-style-type: none"> Revising Editing 	
Lesson (Suggested time frame: 75 minutes)		8-10 minutes

Step 1 – Revising and Editing

- Breakdown and review the cups and arms checklist so students know how to revise and edit their drafts.
- CUPS and ARMS Checklist:

Revising Checklist ARMS :

Add -
What does the reader need to know?

- Details
- Descriptive words
- Sensory words

Remove -
What doesn't need to be there?

- Unnecessary words or sentences
- Words or sentences that don't make sense

Move -
Could this be in a better place?

- Sentences or words to a better spot.

Substitute -
What can I replace to make this its best?

- Boring words
- Repetitive words

Editing Checklist CUPS :

Capitalization-

- Names
- Titles
- Beginning of sentences

Usage -

- Do nouns and verbs match?

Punctuation -

- Periods
- Quotations
- Question/Exclamation Marks
- Commas

Spelling -

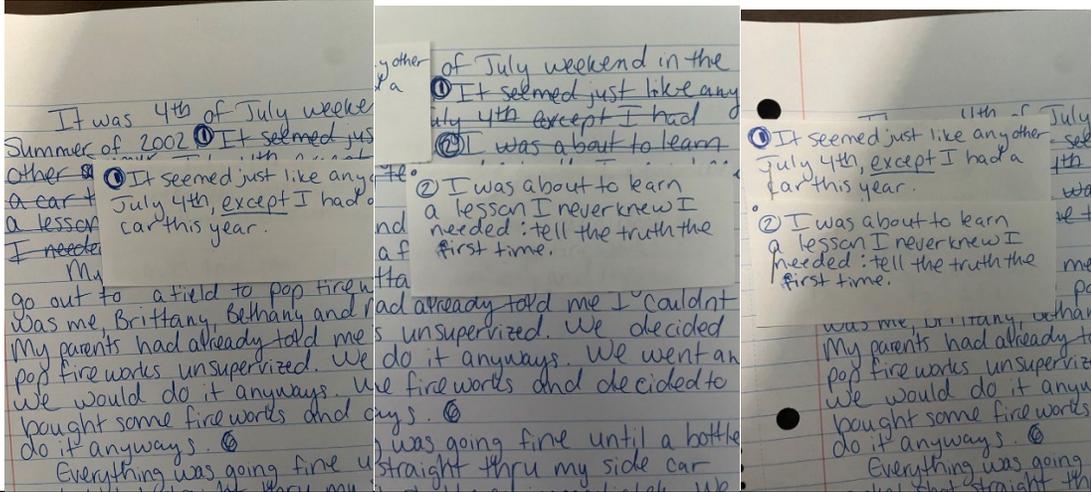
- Check ALL words

NOTE: If you have a different revise and edit strategy, you may modify.

8-10 minutes

Step 2 - Introduce Chicken Strips

- Model and Teach Chicken Strips using your personal narrative draft.
- "Chicken Strips" is a revising activity where students will utilize strips of paper to write their revisions and attach them to their drafts. Students should write a number on the strip to correspond with a number on their draft in order to effectively revise those sentences for the final drafts.
- See the example images below:



45-50 minutes

Step 3 – Student Conferences and Independent Work Time

- Students will wrap up drafting if they have not and work on revising and editing. They need to follow the CUPS and ARMS checklist and make sure they used details that describe.
- While students are working independently, the teacher will conduct writing conferences.
 - During the conference, ensure the following:
 - **See the Success-** Give specific glows that students executed.
 - **See the Gap-** Students should name the area of concern in their own words.
 - **Name It-** Be clear and specific with the misconception or missing component.
 - **Do It-** Model for the student how to correctly execute the component they are struggling with.
 - **Action Step-** Ensure students have a clear game plan to wrap up their essay.

<p>The writing conferences should be effective, and, at the same time, quickly executed. Students should name their misunderstanding or misconceptions in order to set the focus for the conference. While naming the gap and modeling the correction, ensure students are actively making edits to their essay with you.</p>	
<p>Assessment</p>	<p>5 minutes</p>
<p>Exit Ticket/Look Fors:</p> <ul style="list-style-type: none"> Instruct students to review their checklists and ensure they are updated. Ensure all materials are picked up for review. 	
<p>Next Steps: Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.</p>	

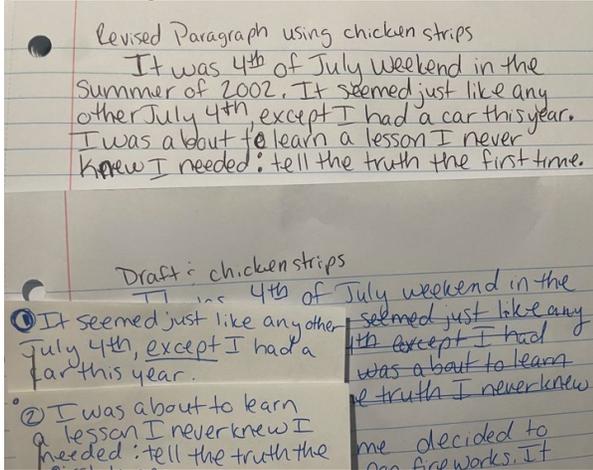
Day 5:		Notes
<p>Standards</p>		
<p>8.10B The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</p>		
<p>8.10C The student is expected to revise drafts for clarity, development, organization, style, word choice, and sentence variety</p>		
<p>8.10D edit drafts using standard English conventions</p>		
<p>Content Objective</p>		
<ul style="list-style-type: none"> Content Objective: SWBAT finalize a narrative by completing the revising and editing process and publishing a final paper. 		
<p>Know/Do Chart</p>		
<p style="text-align: center;">Know</p>	<p style="text-align: center;">Do</p>	
<ul style="list-style-type: none"> Personal Narrative Writing Process Revising & Editing Publishing 	<ul style="list-style-type: none"> Finalize Revising/ Editing Publish 	
<p>Advance Preparation and Resources</p>		
<ul style="list-style-type: none"> Teacher Prep <ul style="list-style-type: none"> Internalize how to show students to incorporate chicken strips into their final paper. Make copies of all materials (Lined Paper, etc.) Check to see if you need to replenish chicken strip papers Access to document Camera Resources <ul style="list-style-type: none"> Student Final Packet 		
<p>Information and Instructional Notes</p>		
<p>Note: The conclusion of this unit allows the entirety of class time to complete the revising and editing process started in the previous lesson. Students are expected to publish final work on lined paper. While it is important to type out responses in order to be prepared for STAAR online, this can be done later in the year. As mentioned above, it is crucial to calendar out work time to internalize the data from this unit.</p>		
<p>Vocabulary</p>		
<p>Academic Language:</p> <ul style="list-style-type: none"> Incorporating Adjustments Rubric 	<p>Domain Vocabulary: (standard)</p> <ul style="list-style-type: none"> Revise Edit Publish 	

8-10 Minutes

Lesson (Suggested time frame: 75 minutes)

Step 1 – Model incorporating Chicken Strips in Final Paper

- This part would best be done on a document camera. You do not have to do the whole paper. Just do the first paragraph while doing a think aloud.



60 Minutes

Take this time to finish conferencing or pulling small groups of students who are behind.

Step 1- Independent Worktime: Revising, Editing, and Publishing.

- Set expectations for the conclusion of this writing unit.
 - Students are expected to utilize this time to finish reviewing the CUPS and ARMS Checklist, making necessary adjustments, and re-writing their final piece onto the [packet](#).
 - Students should utilize the Narrative Rubric and the checklist under the prompt to ensure they meet the requirements for their essay.

5 Minutes

Assessment

Exit Ticket/Look Fors:

- Students submit their final Narrative to be graded.

Next Steps:

Review the exit ticket and consider what student gaps or trends that you could address in a reteach during the next class period.