

7-2012

# Personal Narratives that Pop!

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Personal Narratives that Pop!

Subject/Topic Area(s): English

Designed By: Lindsey Baker

Time Frame: 6 weeks, 90-minute class periods

School District: Houston ISD

School: Sharpstown International School 6-12

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### **Brief Summary of Unit** (Including curricular context and unit goals):

For this unit, students will write a personal narrative using the writing process. This is one of the main curricular elements of seventh grade writing. This unit is designed to teach many foundational writing skills students may or may not have acquired in previous years of schooling. There are several times within the unit that students will be sharing work and ideas with their peers. Therefore, this unit gives students personal validation and builds a positive classroom writing community. By the conclusion of this unit, students should have the ability to independently compose a personal narrative that contains: proper grammar, structure, clear ideas, and reflection. A secondary goal is that students gain a deeper understanding of themselves, as personal narratives are essays that reflect one's unique experiences.

<b>Unit: Personal Narratives that Pop!</b>	
<b>Stage 1: Desired Results</b>	
<b>Established Goals (Standards)</b>	
<p><i>TEKS or Scope &amp; Sequence</i></p> <p>ELA 7.14A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies, and developing a thesis or controlling idea.</p> <p>7.14B Develop drafts by choosing an appropriate organizational strategy and building on ideas to create a focused, organized, and coherent piece of writing.</p> <p>7.14C Revise drafts appropriately.</p> <p>7.14D Edit drafts for grammar, mechanics, and spelling.</p> <p>7.14E Revise final draft in response to feedback from peers and teacher and publish written work.</p> <p>7.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p> <p>7.19A.vii Identify, use, and understand the function of transitions for sentence to sentence, paragraph to paragraph coherence in the context of reading, writing, and speaking.</p> <p>7.20A Use conventions of capitalization correctly and consistently.</p> <p>7.20B.ii Recognize and use punctuation marks including semicolons, colons, and hyphens.</p>	
<b>Understandings</b>	
<p><i>Students will understand that...</i></p> <p>-Everyone has a story to tell.</p> <p>-The writing process is a five-step process that helps us accomplish our writing goals.</p> <p>-Personal narratives are essays about you and your experiences.</p> <p>-The ability to write clearly and coherently is an important life skill.</p>	
<b>Essential Questions</b>	
<p>-What is the writing process?</p> <p>-What is my story?</p> <p>-What is a personal narrative?</p> <p>-How does dialogue create the scene for the reader?</p> <p>-How do topic sentences help frame my paper for the reader?</p> <p>-How does an effectively written personal narrative help me reflect on my experiences?</p>	
<p><b>Knowledge</b></p> <p><i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. The writing process.</li> <li>2. The format of a personal narrative.</li> <li>3. The correct usage of grammatical structures.</li> </ol>	<p><b>Skills</b></p> <p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Write a personal narrative using the writing process.</li> <li>2. Compose topic sentences.</li> <li>3. Use colons and hyphens correctly.</li> <li>4. Use transition words, coordinating conjunctions, and semicolons to combine sentences.</li> <li>5. Use capitalization rules consistently.</li> <li>6. Reflect on their life experiences.</li> </ol>

## Stage 2: Assessment Evidence

### Performance Task: Writing a Personal Narrative

For this task, you will be completing a personal narrative. Remember to use all the strategies we have completed in class.

You will be marking this section of your journal with a post-it note and labeling it: **Personal Narrative Task**. Please complete all the journal steps below in this section. Check off steps as you complete them!

#### Steps in your journal:

- € Choose a prompt from the three in this packet, and write the number of your choice here: \_\_\_\_\_.
- € Unpack the prompt by highlighting key words.
- € Look at “Your List” in your journal for ideas you feel comfortable writing about.
- € Complete a brainstorming strategy (quickwrite, making a mind map, listing, drawing a picture).

#### On your organizer:

- € Use the organizer to *prewrite* until you have completed all five boxes.
- € Make sure you have transition words to begin boxes two, three, four, and five.

#### In your journal:

- € *Draft* a copy of your paper. Make sure you label it your draft!
- € *Revise* and *edit* your paper yourself using an orange pencil. Use the editing marks we have learned in class!
- € Have a partner revise and edit your paper in a red pencil and put their name at the top of your paper.
- € Make sure you have checked the rubric and your paper contains all the things it needs to contain!

#### On the computer:

- € *Publish* your paper by typing it. Make sure your name, class period, and a title is on it. Print one copy of your paper and staple it to your organizer. You need to turn in both for full credit.
- € Highlight the following things in your paper!
  - Transition words in paragraphs two, three, four, and five.
  - At least one semicolon used correctly.
  - At least one hyphen used correctly.
  - At least one colon used correctly.
  - At least one coordinating conjunction (comma + FANBOYS word) used correctly.
  - At least one line of dialogue punctuated correctly.

**Congratulations! You're ready to turn in your essay!**

Prompt Choices:

***Prompt 1:***

Look at the photograph.



Think about how people often feel excited and nervous when they do something new.

***Write a personal narrative about a memorable first experience.***

Be sure to

- describe the events of the experience with a clear focus.
- provide a clear beginning, middle, and end.
- describe how this new experience affected you.

***Prompt 2:***

Look at the photograph that follows.



Think about how rules are designed to create order and fairness. However, sometimes people choose to break rules.

***Write a personal narrative about a time when you broke a rule. Describe the reason you broke the rule, and reflect on the consequences of your actions.***

Be sure to

- include description and reflection.
- provide a clear beginning, middle, and end with transitions to connect ideas.
- use sensory language to make the story clear.

***Prompt 3:***

Look at the photograph below.



Think about how kids often look forward to summer vacation because there is much more time to play.

***Write a personal narrative about a fun-filled day you experienced over the summer. Describe the experience and reflect on why this memory is worth sharing with others.***

Be sure to

- include description and reflection.
- sequence events appropriately and use transitions.
- clearly explain what happened and use dialogue to enhance your story.

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
<b>Development of Ideas</b>	<p>The composition</p> <ul style="list-style-type: none"> <li>tells a focused story about a meaningful personal experience</li> <li>uses narrative techniques such as dialogue, pacing, and description to effectively tell the story</li> <li>provides thoughtful reflection on the importance of the experience.</li> </ul>	<p>The composition</p> <ul style="list-style-type: none"> <li>tells a generally focused story about a personal experience</li> <li>uses narrative techniques to tell the story</li> <li>reflects on the importance of the experience.</li> </ul>	<p>The composition</p> <ul style="list-style-type: none"> <li>tells an unfocused story about an experience</li> <li>contains little or no use of narrative techniques</li> <li>contains limited or no reflection.</li> </ul>
<b>Organizational Structure</b>	<p>The composition</p> <ul style="list-style-type: none"> <li>provides a creative introduction to the characters</li> <li>uses a variety of transitions to connect events and signal shifts in setting or time</li> <li>provides an ending that naturally follows from the experience.</li> </ul>	<p>The composition</p> <ul style="list-style-type: none"> <li>provides a beginning that introduces a narrator and/or characters</li> <li>uses transitions to connect events and signal shifts in setting or time</li> <li>provides an ending that brings closure to the narrative.</li> </ul>	<p>The composition</p> <ul style="list-style-type: none"> <li>contains a beginning that is unclear and/or does not directly relate to the story</li> <li>presents disconnected ideas and limited use of transitions</li> <li>provides a minimal conclusion.</li> </ul>
<b>Use of Language</b>	<p>sentences ending at on and</p> <p>colon and</p> <p>no errors grammar, spelling.</p>	<p>by or</p> <p>but</p>	
<b>Writing Process</b>	<p>The composition reflects evidence of thoughtful planning, significant revision, and technical command in editing to produce a draft ready for publication.</p>	<p>The composition reflects evidence of planning, revision, and editing to produce a draft ready for publication.</p>	<p>The composition reflects minimal evidence of planning, revision, and editing; the essay is not ready for publication because it lacks clarity and coherence.</p>



**Other evidence:**

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

Exit tickets, whiteboards, quizzes, quickwrites, graphic organizers, HW practice sheets, response sheets from self and peer-evaluation, and T/P/S (Think/Pair/Share).

**\*\*\*Highlighted handouts are included at the end of the unit.**

### Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Timeframe, TEKS, EQ	Learning Activities	Assessments
Day 1  7.14A-E  What is the writing process?	Introduction to unit: <ol style="list-style-type: none"> <li>1. Students complete a five minute quickwrite on the first EQ: What is the writing process? This is review from previous years of schooling.</li> <li>2. T/P/S: Students sit with a partner and make a short list of key words they both wrote down: ex. prewriting.</li> <li>3. Each group shares out a few key words that they came up with. The teacher puts the responses on a word map with the EQ in the center. This becomes a graphic organizer for the entire of the unit.</li> <li>4. Each pair receives a copy of <b>handout 1</b>. After going over the handout, students cut out the squares and arrange them as a graphic organizer of their choosing. ***Students remove the square labeled <i>sharing and responding</i> before arranging the squares. Tell students to not glue down the squares yet.</li> <li>5. Evaluate that all the graphic organizers show the five steps of the writing process in the appropriate order: <i>prewriting, drafting, revising, editing, and publishing</i>. Tell students: “As a community of writers, sharing and responding is going on during revising and editing.” Have students glue down the squares.</li> <li>6. Students complete an exit ticket, where they list the five steps of the writing process in order.</li> </ol>	Quickwrite, T/P/S (Think/Pair/Share), graphic organizer, exit ticket
Day 2  7.19A.ii: Transitions  7.16A	<ol style="list-style-type: none"> <li>1. ½ of class: Mini-lesson on transition words.</li> <li>2. Note: All the below steps are also modeled by the teacher. Ex. The teacher needs to write a list as an example before the students do. The goal of this</li> </ol>	Quickwrite, list in journal, T/P/S, exit ticket

What is my story?	<p>activity is to generate a bank of ideas for students to be able to write from throughout the school year.</p> <p>3. Students complete the following list in their writing journals:</p> <p>Things that bug me:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p>Favorites (things):</p> <ol style="list-style-type: none"> <li>3.</li> <li>4.</li> </ol> <p>Things I do well:</p> <ol style="list-style-type: none"> <li>5.</li> <li>6.</li> </ol> <p>Favorite (people):</p> <ol style="list-style-type: none"> <li>7.</li> <li>8.</li> </ol> <p>4. Students complete this list independently, and rate the ideas by what they are worth using the corresponding money coins (handout 2). A penny? A quarter? A dollar? The more interesting an idea, the more you can write about it, and the more specific it is = the more it's worth.</p> <p>5. Students sit with a partner and choose one of the higher valued topics to talk about (worth the higher amounts) for three minutes. Then, they switch, and the other partner talks about a topic they have chosen.</p> <p>6. For five minutes, students quickwrite about the topic they discussed during the oral rehearsal period.</p> <p>7. Students complete an exit ticket on transition words.</p>	
<p>Day 3</p> <p>7.20A: Capitalization</p> <p>7.16A</p> <p>What is my story?</p>	<ol style="list-style-type: none"> <li>1. Capitalization mini-lesson.</li> <li>2. Review writing from the previous day. Students complete the oral rehearsal period and five minute writing exercise for another category on their topic list.</li> <li>3. Exit ticket on capitalization.</li> </ol>	T/P/S, exit ticket
<p>Day 4</p> <p>7.20B.ii: Punctuation</p>	<ol style="list-style-type: none"> <li>1. Sentence combining: coordinating conjunctions mini-lesson.</li> <li>2. Review writing from the previous day. Students complete the oral rehearsal</li> </ol>	T/P/S, exit ticket

<p>7.14A: Prewriting</p> <p>What is my story?</p>	<p>period and five minute writing exercise for another category on their topic list.</p> <p>3. Exit ticket on coordinating conjunctions.</p>	
<p>Day 5</p> <p>7.20B.ii : Punctuation</p> <p>How does dialogue create the scene for the reader?</p>	<ol style="list-style-type: none"> <li>1. Show students a silent film clip on mute. Ask: What are the characters saying? Tell students that the words being spoken are dialogue.</li> <li>2. Students write down dialogue rules in their journals.</li> <li>3. Guided practice with dialogue Power Point.</li> <li>4. Additional guided practice: Students complete comic strip activity in pairs (T/P/S), where they create dialogue for two comic strip characters within the worksheet.</li> <li>5. Independent practice: Exit ticket on dialogue markings.</li> </ol>	<p>T/P/S, graphic organizer, exit ticket</p>
<p>Day 6</p> <p>7.20B.ii: Punctuation</p> <p>7.14A: Prewriting</p> <p>What is my story?</p>	<ol style="list-style-type: none"> <li>1. Review writing from two class periods ago. Students complete the oral rehearsal period and five minute writing exercise for another category on their topic list.</li> <li>2. Review Sentence combining: coordinating conjunctions from day four. Give pop quiz as an exit ticket.</li> </ol>	<p>Quickwrite, T/P/S, exit ticket</p>
<p>Days 7-8</p> <p>7.14A: Prewriting</p> <p>What is the writing process?</p> <p>7.16A</p> <p>What is a personal narrative?</p>	<ol style="list-style-type: none"> <li>1. Have students write a quickwrite on the following question: What is a personal narrative? Just as on the first day, have students pair up and T/P/S about essential traits of a personal narrative. (This is a realistic expectation because students have been writing them since 4<sup>th</sup> grade.) Create a word web organizer on the board with their responses to stay up in the classroom during the unit.</li> <li>2. Introduce the student to <b>handout 3</b>, the organizer adapted from Gretchen Bernabei's book <i>Crunchtime</i>. Show students that the essay is five paragraphs, and there are five boxes. Give every student three copies to keep in their writing folder.</li> </ol>	<p>Quickwrite, T/P/S, graphic organizer, exit ticket</p>

	<ol style="list-style-type: none"> <li>3. Show students <b>handout 4</b>, an example prompt: Write about a time someone taught you a lesson. Pick one of the quickwrites to draw from, most likely, the “people” section.</li> <li>4. Have students complete a brainstorming activity on this topic, such as: extending their quickwrite, making a mind map, making a list, or drawing a picture.</li> <li>5. If they would like to choose a different person from the list, they can do so, and then complete the brainstorming using a strategy they would prefer.</li> <li>6. Go over the “Writing Hooks” worksheet (<b>handout 5</b>) with students. Have them work with a partner to answer the questions about each hook example given. Review the worksheet, and then MODEL writing a hook using the sheet and the brainstorming you have done in your writing folder.</li> <li>7. Have each student write a hook for the essay prompt you modeled. They will write it in the top left-hand corner box of the organizer. Explain that this organizer is the first part of the writing process: prewriting.</li> <li>8. Students turn in their hooks (written in their organizers) as their exit tickets.</li> </ol>	
<p>Day 9</p> <p>7.20B.ii: Punctuation</p> <p>7.16A</p> <p>What is a personal narrative?</p>	<ol style="list-style-type: none"> <li>1. Semi-colons: Sentence combining mini-lesson.</li> <li>2. Talk about what an introduction of a paper is. Explain that they are going to write theirs today. Students need to have the prompt example sheet and their narrative organizers with them. Emphasize that we are continuing to prewrite.</li> <li>3. The introduction is in the upper-left - hand box of the organizer. Explain that we are going to add two more sentences after the hook today: one sentence explaining where you were (time, place), and another explaining how the first two sentences connect to the prompt (why this lesson was impactful). MODEL this on your organizer, and invite students to add these two sentences to their organizers. Check their organizers for understanding.</li> <li>4. Exit ticket on semi-colons.</li> </ol>	Graphic organizer, T/P/S, exit ticket
Day 10	<ol style="list-style-type: none"> <li>1. Warm-up: Review transition words.</li> </ol>	Graphic organizer, exit ticket

<p>7.19A.vii: Transitions</p> <p>7.16A</p> <p>What is a personal narrative?</p>	<ol style="list-style-type: none"> <li>2. Give each student four popcorn kernels.</li> <li>3. Hand back the narrative organizers used in the previous day's work.</li> <li>4. Talk about what a corn kernel is. You may want to show a picture of a corn field and explain that this tiny seed, when taken care of, can grow into a large, fruitful plant. When we heat these kernels up in the microwave, they expand, just like our ideas do.</li> <li>5. Model and have students write a transition word in each box (two-five) on the organizer. Focus on helping them choose the appropriate one.</li> <li>6. Exit ticket: Transition words.</li> </ol>	
<p>Day 11</p> <p>7.19A.vii: Transitions</p> <p>7.16A: PN, topic sentences</p> <p>How do topic sentences help frame my paper for the reader?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<ol style="list-style-type: none"> <li>1. Lesson on topic sentences. Topic sentence=main idea. (What the paragraph is mostly about.)</li> <li>2. Model and have students write the first sentences in boxes two-four, using the transition words in the boxes as their starting point. Explain that these are topic sentences, what these paragraphs will be mostly about. In box two, have students write two-three more sentences answering the question in the organizer: "What happened first?"</li> <li>3. Exit ticket: Topic sentences.</li> </ol>	Graphic organizer, exit ticket
<p>Day 12</p> <p>7.19A.vii; 7.20B.ii</p> <p>7.16A</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<ol style="list-style-type: none"> <li>1. ½ of class: Review the following with a group activity entitled, "Sentence Combining Activity": transition words, coordinating conjunctions, and semi-colons (handout 6). Students will revise the paragraph so it is six sentences instead of 11. Have students add three transition words into the paragraph. Students are required to add both coordinating conjunctions and semi-colons as equally as possible to accomplish this goal. Go over possible answers.</li> <li>2. Give a punctuation test on the above three skills.</li> </ol>	T/P/S, exit ticket (test)
<p>Day 13</p>	<ol style="list-style-type: none"> <li>1. Mini-lesson on colons, HW assigned.</li> </ol>	Graphic organizer, T/P/S,

<p>7.20B.ii</p> <p>7.16A</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<p>2. Revisit the narrative organizer, model and have students write three-four more sentences underneath boxes three and four. Invite students to use dialogue as they are telling their story.</p> <p>3. Exit ticket: colons</p>	<p>exit ticket</p>
<p>Day 14</p> <p>7.16A</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<p>1. Mini-lesson on hyphens, HW assigned</p> <p>2. Teaching conclusions: Guide students through writing a two-sentence conclusion. Their first sentence is about what they learned from this experience. The second is about how this lesson will impact the rest of their lives. MODEL this, show the examples on the sheet, and then guide students with writing their own.</p> <p>3. Exit ticket: hyphens.</p>	<p>T/P/S, graphic organizer, exit ticket</p>
<p>Day 15</p> <p>7.16A</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<p>1. Modeling of the sample, “My Life in Dog Years,” by Gary Paulson, (handout 7). Have students label and color with different colors: hook, transition words, dialogue, introduction, conclusion, topic sentences, and body paragraphs.</p> <p>2. Exit ticket: Students answer the following questions about the piece: What did the writer learn from this experience? Which section of the paper tells you this?</p>	<p>Color-coding of sample, T/P/S, exit ticket</p>
<p>Day 16</p> <p>7.14B: Drafting</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<p>Drafting: Students draft their essays using their organizers. They will need to expand their essay to include four to five sentences per body paragraph. However, the introduction and conclusion will be no more than three sentences.</p>	<p>Draft completed, graphic organizer</p>
<p>Day 17</p> <p>7.14B: Drafting</p>	<p>Drafting day two</p>	<p>Draft, graphic organizer</p>

<p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>		
<p>Day 18</p> <p>7.14D; 7.14C: Editing, revising</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	Revising/editing independently using a checklist and editing marks.	Draft with editing marks, self-editing response sheet
<p>Day 19</p> <p>7.14D; 7.14C: Editing, revising</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	Revising/editing with a writing group using a group protocol sheet.	Draft with editing marks, group response editing sheet
<p>Day 20</p> <p>7.16A</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	Type/publish the essay on the topic: “Write about a time someone taught you a lesson.”	Published essay
Day 21	1. Introduce rubric and assignment sheet	Unpacked prompt, prewriting,

<p>7.16A</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<p>for performance task.</p> <ol style="list-style-type: none"> <li>Have students unpack an essay prompt choice and return them to their initial writing list of topics. Students brainstorm around the prompt they have chosen.</li> <li>Write hooks if time allows.</li> </ol>	<p>graphic organizer</p>
<p>Day 22</p> <p>7.14A: Prewriting</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<ol style="list-style-type: none"> <li>Student prewrite within the organizer as modeled by the teacher in the previous essay.</li> <li>Students begin drafting as they finish prewriting.</li> </ol>	<p>Graphic organizer, completed draft</p>
<p>Day 23</p> <p>7.14B: Drafting</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on my experiences?</p>	<p>Students draft essays.</p>	<p>Draft, Graphic organizer</p>
<p>Day 24</p> <p>7.14B</p> <p>What is the writing process?</p> <p>How does an effectively written personal narrative help me reflect on</p>	<p>Students draft essays.</p>	<p>Draft, Graphic organizer</p>



my experiences?		
Day 25  7.14D; 7.14C  What is the writing process?  How does an effectively written personal narrative help me reflect on my experiences?	Revising/editing independently.	Revising/editing marks, draft
Day 26 7.14D; 7.14C  What is the writing process?  How does an effectively written personal narrative help me reflect on my experiences?	Revising/editing in writing groups.	Revising/editing marks, draft
Day 27  7.16A  What is the writing process?  How does an effectively written personal narrative help me reflect on my experiences?	Publishing/sharing time	Published copy
Day 28  7.16A  What is the writing process?  How does an effectively written personal narrative help me reflect on my experiences?	Publishing/sharing time	Published copy

## The Writing Process

### Writer's Role

#### Sharing and Responding

Writers seek response from peers and the teacher to guide choices in revision.

Writers evaluate the response and make the appropriate revision choices.

Writers read or listen to the writing of others and offer suggestions, share techniques and strategies, and encourage the writers.

#### Prewriting

Writers consider what they already know and need to know in order to guide the exploration of a topic.

Writers consider their purposes and goals for writing, identify possible audiences, and understand how genre guides decision making.

Writers generate, select, connect, and organize information and ideas.

Writers use prewriting strategies within other stages of the writing process (e.g., revision, drafting, etc.).

#### Editing

Writers review the draft multiple times to edit for conventions.

Writers proofread and consult resources to correct errors in grammar, spelling, capitalization, and punctuation.

#### Publishing

Writers create a publishable text that is properly formatted for the appropriate genre and engages an audience.

Writers explore publication opportunities to share their work with an appropriate audience.

#### Revising

Writers evaluate their drafts for clarity of focus, progression of ideas, and organization.

Writers use strategies (e.g., adding, deleting, rearranging, and substituting) to refine text, to provide clarity and coherence, or to enhance style.

Writers take the opportunity to rethink their initial ideas and improve their drafts.

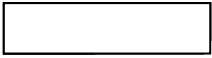
#### Drafting

Writers generate texts to develop points within the preliminary organizational structure.






Writers make stylistic choices with language to achieve intended effects.

#### Writing Process Graphic




After discussing the writing process, create a graphic of the writing process to show its stages and their recursive nature.



Narrative

Hear  
Eyes see  
Attitude  
Talk

Adapted from Gretchen Bernabei *Crunchtime*

Example of completed narrative squares by Lindsey Baker:

<p><b>Intro</b> <b>Hook</b></p> <p>“I have never seen so many clothes in my life!” My mom and I were standing in the Thrift Store for Change in downtown Houston. That day, my mom taught me a powerful lesson I’ll never forget.</p>	<p><b>1<sup>st</sup>-beginning</b></p> <p>At first, we were all in the main room, sorting the clothes into separate piles: men, women, teen, and children’s clothing. The woman taught us how to tag all the clothes with the right price tag so the charity could sell it to the public.</p>
<p><b>2<sup>nd</sup>-middle</b></p> <p>Then, right in the middle of tagging clothes, my mom let me in on a secret of her life: she had once come to a store like this with her mom. “Why?” I asked. “Because we didn’t have any money to buy clothes for school, and we were trying to get some for free,” she said. We kept sorting the rest of the day, and I thought about my mom’s surprising answer.</p>	<p><b>3<sup>rd</sup>-end</b></p> <p>After all the sorting had ended, I was sitting on the front steps with my mom, thinking about everything that we had done that day. I especially thought about our conversation. I never knew my mom had struggled to make ends meet before. “I’m glad we were here to help people,” I said. “Me too,” mom said.</p>
<p><b>Conclusion-reflection—Why?</b></p> <p>In conclusion, my mom taught me I should always help others. After all, I might need help myself someday.</p>	

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

## Written Composition: Narrative Essay 1

Grade 7

### READ

How do we know when something we've done is right or wrong? Usually, we have someone in our lives tell us. For example, one day, you are fighting with your brother or sister, and your mom or dad tells you to stop. We all have people in our lives to teach us important lessons, such as, how important it is to get along with others.

### THINK

Think of a life lesson you have learned in the past. What was the lesson? Who taught it to you? Why is it important for your life? What exactly took place in that moment? What was said in this moment?

### WRITE

Write a personal narrative essay about a time someone taught you a lesson.

As you write your composition, remember to—

- Tell the story in the order the events occurred.
- Use transitional words to move the reader from one part of the essay to the other, such as *first*, *next*, and *finally*.
- Develop your ideas fully and thoughtfully.
- Proofread for any mistakes you might have made.

Handout 5: Adapted from:

Fleming, Grace. "The Introductory Paragraph." *About.com*. NYT Company, 2012. Web. 13 June 2012.

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

### Exciting Hooks for Writing!

\*\*\*Use a hook to draw your \_\_\_\_\_ into your paper! They should be \_\_\_\_\_ and memorable. Keep them to \_\_\_\_\_ sentence!

1. The "hook" of your paper is in what paragraph? \_\_\_\_\_

2. Which sentence is it in that paragraph? \_\_\_\_\_

There are many types of hooks!

**\*\*\*Surprising fact, humor, quotation/dialogue, definition, anecdote (story), or description.**

**Please DO NOT begin with the word "well," or "so."**

**I. Surprising fact: *The pentagon has twice as many bathrooms as are necessary.***

The famous government building was constructed in the 1940s, when segregation laws required that separate bathrooms be installed for people of African descent. This building isn't the only American icon that harkens back to this embarrassing and hurtful time in our history. Across the United States there are many examples of leftover laws and customs that reflect the racism that once permeated American society.

**Why is this hook exciting and engaging?**

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**II. Humor: *When my older brother substituted fresh eggs for our hard-boiled Easter eggs, he didn't realize our father would take the first crack at hiding them.***

My brother's holiday ended early that particular day in 1991, but the rest of the family enjoyed the warm April weather, outside on the lawn, until late into the evening. Perhaps it was the warmth of the day and the joy of eating Easter roast while Tommy contemplated his actions that make my memories of Easter so sweet. Whatever the true reason, the fact is that my favorite holiday of the year is Easter Sunday.

**Why is this hook exciting and engaging?**

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**III. Quotation:** *Hillary Rodham Clinton once said that “There cannot be true democracy unless women's voices are heard.”* In 2006, when Nancy Pelosi became the nation’s first female Speaker of the House, one woman’s voice rang out clear. With this development, democracy grew to its truest level ever in terms of women’s equality. The historical event also paved the way for Senator Clinton as she warmed her own vocal chords in preparation for a presidential race.

**Why is this hook exciting and engaging?**

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**IV. Definition:** *A homograph is a word with two or more pronunciations.* Produce is one example ...

**Why is this hook exciting and engaging?**

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**V. Anecdote:** *Yesterday morning I watched as my older sister left for school with a bright white glob of toothpaste gleaming on her chin. I felt no regret at all until she stepped onto the bus ...*

**Why is this hook exciting and engaging?**

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**VI. Description:** *The snow fell quietly on the dry ground, dotting the landscape with tiny white mounds.* My sister and I ran out to tear them down with our feet. It was then that I realized things had completely changed.

**Why is this hook exciting and engaging?**

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

### Sentence Combining Activity

Improve the effectiveness of this paragraph by combining these sentences through revision.

A woman walked into the building. She looked around. The room was dark. It was difficult to see. Another woman came in. She walked to the window and studied the skyline outside. Her steps made a noise. The first girl turned around. She thought someone else was in the room. She saw nothing. Her heart beat quickly.



Sample Text

from **My Life in  
Dog Years**

by Gary Paulsen

In January of 1980 I was running a seventy-five-mile line, trapping beaver. I had previously trapped with a friend, but this year I was trapping alone, not the wisest thing to do, since there is some risk from bad ice or injuries and it's better to have a companion. I was alone when I made a mistake that nearly killed me.

The ice around beaver lodges is very dangerous. Beavers live in their lodges and come out of underwater tunnels to get food they have stored at the bottom of the river or pond through the summer, in the form of branches stuck down in the mud. Each time they come out they let air out of their noses and it goes up to make bubbles under the surface of the ice, and this, along with the beavers' rubbing their backs on the underside of the ice, keeps the ice very thin near a beaver lodge. It can be fifty feet below with two-foot-thick ice around the whole lake and the ice near the lodge might be less than a quarter inch thick.

I had parked the sled near a lodge and unpacked the gear needed to set a group of snares. Cookie was leading the work team of five dogs and they knew the procedure completely by this time. As soon as I stopped the sled and began to unpack they all lay down, curled their tails over their noses and went to sleep. The process could take two or three hours and they used the time to get rest.

A rope tied the cargo to the sled. I threw the rope across the ice to get it out of the way. One end was still tied to the sled. I took a step on the ice near the rope and went through and down like a stone.

You think there is time to react, that the ice will give way slowly and you'll be able to hang on to the edge, somehow able to struggle to safety. It's not that way at all. It's as if you were suddenly standing on air. The bottom drops out and you go down.

I was wearing heavy clothing and a parka. It gathered water like a sponge and took me down faster.

Two things saved me. One, as I went down my hand fell across the rope I had thrown across the ice, which was still tied to the sled.

Two, as I dropped I had time to yell—scream—and the last thing I saw as I went under was Cookie's head swinging up from sleeping and her eyes locking on mine as I went beneath the surface.

The truth is I shouldn't have lived. I have had several friends killed in just this manner—dropping through the ice while running dogs—and there wasn't much of a chance for me. The water was ten or twelve feet deep. I saw all the bubbles from my clothing going up to the surface and I tried to pull myself up on the rope. My hands slipped and I thought in a wild, mental scream of panic that this was how it would end.

Then the rope tightened. There was a large noose-knot on the end and it tightened and started pulling up and when the knot hit I grabbed and held and the dogs pulled me

out of the hole and back up onto the ice. There was still very little time. I had a quart of white-gas stove fuel on the sled for emergencies and I threw it on a pine tree nearby and lit a match and set the whole tree on fire and, in the heat, got my clothes off and crawled into a sleeping bag. I stood inside it and held my clothes near the flame to dry them.

I would have died if not for Cookie.

She saw me drop, instantly analyzed the situation, got the team up—she must have jerked them to their feet—got them pulling, and they pulled me out.

That was January 1980. It is now 1997 as I write this, and everything that has happened in the last seventeen years—everything: Iditarods, published books, love, living, *life*—all of it, including this book, I owe to Cookie.

4. What is the main focus of this narrative?