

# BEING A WRITER™

THIRD EDITION

## GRADE 3 Sample Lessons

### Being a Writer, Third Edition

Personal Narrative Overview

Week 3 Overview and Lessons

Day 1: Selecting and Completing Drafts

Day 2: Typing Drafts

Day 3: Analyzing and Revising Drafts

Day 4: Analyzing and Revising Drafts

Day 5: Using Possessive Nouns

Assessments

Class Assessment Record 8

Conference Record 4

Individual Writing Assessment

# UNIT OVERVIEW

## PERSONAL NARRATIVE

During this four-week unit, the students study personal narrative and write about meaningful memories and experiences from their own lives. While exploring the genre, they learn that a strong personal narrative includes sensory details, temporal words and phrases, an engaging opening, and an effective ending. They apply this learning as they draft their own personal narratives and take their drafts through the revision process. At the end of the unit, they present their published personal narratives from the Author's Chair. Over the course of the unit, the students also learn and practice relevant grammar skills and conventions.

Socially, the students ask one another questions about their writing and give feedback in helpful and respectful ways. They also practice giving their full attention to the person who is speaking and expressing interest in and appreciation for one another's writing.



# WEEK 3 OVERVIEW

## WRITING FOCUS

The students review their personal narrative drafts and select one to develop and publish. After completing and typing their drafts, the students critically analyze them, identifying places to add sensory details. Later in the week, the students add temporal words and phrases to convey event order in their stories. The students also learn about using possessive nouns in their writing.

## SOCIAL DEVELOPMENT FOCUS

Socially, the students work responsibly in pairs, practice self-management by handling materials responsibly, and express interest in and appreciation for one another's writing.

## TEACHER AS WRITER

*"I am always surprised. I go through life perpetually astonished at everything that happens around me."*

—Eugene Ionesco

Select one of the personal narrative drafts you wrote earlier and think about what you learned or how you changed as a result of the event you wrote about. Perhaps you expected something different to happen than what actually did. Perhaps you learned or realized something. Revise your draft to include information about what you were like before the event, what you were like after it, and how the experience changed you.

## THIS WEEK'S TEXTS

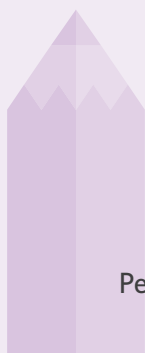
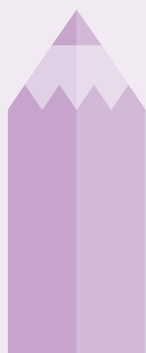
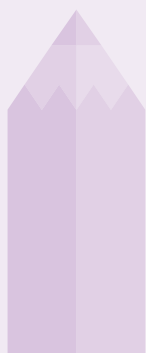
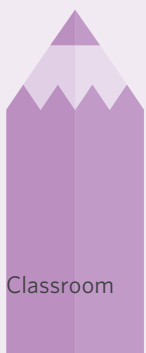
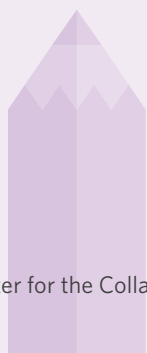
### Review Books

#### *A Boy and a Jaguar*

by Alan Rabinowitz


illustrated by CáTia Chien

(from Week 2)



# WEEK 3 OVERVIEW

## WEEK AT A GLANCE: WRITING FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>WRITING (FIVE WHOLE-CLASS LESSONS)</b>				
<b>DAY 1 (40 MIN.)</b>	<b>DAY 2 (40 MIN.)</b>	<b>DAY 3 (40 MIN.)</b>	<b>DAY 4 (40 MIN.)</b>	<b>DAY 5 (40 MIN.)</b>
<b>Selecting and Completing Drafts</b>  <b>Focus</b> <ul style="list-style-type: none"> <li>Review personal narrative drafts and select one to finish and develop</li> <li>Reread selected drafts critically</li> <li>Complete selected drafts</li> </ul> <b>Extension</b> <ul style="list-style-type: none"> <li>Organize a Text into Paragraphs</li> </ul>	<b>Typing Drafts</b>  <b>Focus</b> <ul style="list-style-type: none"> <li>Type drafts</li> </ul>	<b>Analyzing and Revising Drafts</b>  <b>Focus</b> <ul style="list-style-type: none"> <li>Reread drafts critically</li> <li>Revise drafts by adding sensory details</li> </ul>	<b>Analyzing and Revising Drafts</b>  <b>Focus</b> <ul style="list-style-type: none"> <li>Reread drafts critically</li> <li>Use temporal words and phrases</li> </ul> <b>Extensions</b> <ul style="list-style-type: none"> <li> Explore the Function of Prepositions</li> <li> Write About the Personal Narrative "John and the Snake"</li> </ul>	<b>Using Possessive Nouns</b> <i>A Boy and a Jaguar</i>  <b>Focus</b> <ul style="list-style-type: none"> <li>Discuss model sentences</li> <li>Use possessive nouns in sentences</li> </ul>

For information about the icons used throughout the program, see "Helpful Lesson Features" in the Program Overview section of the *Implementation Handbook*.

## WEEK AT A GLANCE: SOCIAL FOCUS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>SOCIAL DEVELOPMENT</b>				
<b>Focus</b> <ul style="list-style-type: none"> <li>Work responsibly</li> </ul>	<b>Focus</b> <ul style="list-style-type: none"> <li>Handle materials responsibly</li> </ul>	<b>Focus</b> <ul style="list-style-type: none"> <li>Give full attention to people who are speaking</li> </ul>	<b>Focus</b> <ul style="list-style-type: none"> <li>Express interest in and appreciation for one another's writing</li> </ul>	<b>Focus</b> <ul style="list-style-type: none"> <li>Work responsibly in pairs</li> </ul>



## PRE-TEACHING SUPPORT

The following activities can be used to scaffold the week's instruction for students who might need additional support accessing texts or other lesson content prior to the whole-class lessons.

### Grammar and Conventions

#### Provide Language Support

- On Day 5, the students learn about possessive nouns. You might review the function of nouns by reading and discussing an example sentence. Write the following the sentence where everyone can see it: *The baby crawled.* Have the students read the sentence aloud with you. Point to the word *baby* and explain that *baby* names a person. Tell the students that *baby* is a *noun*, or word that names a person, place, thing, or idea.

## ACADEMIC VOCABULARY

The following academic vocabulary words are used during this week's lessons:

**indent:** start lines of text farther to the right than the other lines of text

**noun:** word that names a person, place, thing, or idea

**paragraph:** group of related sentences that is mostly about one idea

**plural noun:** noun that names more than one person, place, thing, or idea

**plural possessive noun:** noun that names more than one person, place, thing, or idea and that shows ownership

**preposition:** function word usually combined with a noun phrase to show when or where something happens or what direction something is moving

**revise:** make changes to a piece of writing to improve it

**singular noun:** noun that names one person, place, thing, or idea

**singular possessive noun:** one noun that shows ownership

**temporal words and phrases:** transitional words and phrases that tell when events happen in a story

**transcript:** written text of the words spoken in a recording

# WEEK 3 DO AHEAD

## PREPARING FOR THE WEEK

- Gather your digital resources for the week. Decide how you will display any projectable resources (P) and present any instructional media (IM) to your students. Make sure you have enough copies of any reproducible resources (R) for distribution to the students this week.
- Locate “Class Assessment Record 8” (A). You will use it to document your observations and reflect on instruction.

### Before Day 1

- Locate “Day 1: Writing Time” (P) and prepare to display it during the lesson.

### Before Day 2

- Determine whether you will model typing the text of a handwritten fiction draft from your writing notebook into a word processor for the students. If you choose to model, select a word processor and determine how to disable the following features: spell-check, grammar-check, predictive text, and autocorrect (see Step 2).

### Before Day 3

- Locate “Sample Text for Week 3” (IM). Copy and paste the “Uncorrected Text” into a new document in a word processor and title it “Personal Narrative Draft.” You will use “Personal Narrative Draft” to model adding sensory details (see Step 2) and to model adding temporal words and phrases on Day 4 (see Step 2). You will also use this draft in Week 4. For guidance about revisions to the draft, see the section “Text with Corrections Visible” in “Sample Text for Week 3” (IM).
- Prepare a sheet of chart paper with the title “Revising for Sensory Details,” and include the text in the diagram shown in Step 3.
- Locate “Day 3: Writing Time” (P) and prepare to display it during the lesson.
- Locate “Conference Record 4” (A) so you can document your observations for each student during conferences throughout the unit. You will analyze the information collected from the Conference Record when completing this unit’s Individual Writing Assessment.

### Before Day 4

- Prepare a sheet of chart paper with the title “Revising for Temporal Words and Phrases,” and include the text in the diagram shown in Step 3.
- Locate “Day 4: Writing Time” (P) and prepare to display it during the lesson.

### Before Day 5

- Locate “Week 3 Model Sentences 2” (P) and prepare to display and annotate it during the lesson.

**IN THIS LESSON, THE STUDENTS:**

- Review their personal narrative drafts and select one to finish and develop for publication
- Reread their selected drafts critically to check for order, clarity, and completeness
- Complete their selected drafts to prepare them for the revision process
- Practice self-management and self-discipline by working responsibly

**GETTING READY TO WRITE****1 Review Personal Narrative and the Writing Process**

Gather the class with partners sitting together, facing you. Review that over the past two weeks the students have been listening to personal narratives and drafting their own. Ask:



**Q** *What have you learned about personal narrative? Turn to your partner.*

Have a few volunteers share their thinking.

Direct the students' attention to the "Writing Process" chart and read it aloud. Tell the students that they have completed steps 1 and 2 of the writing process. Then point to item 3 on the chart and explain that today they will review all of their personal narrative drafts and select one to develop, revise, and publish.

**2 Prepare to Review Personal Narrative Drafts**

Tell the students that the draft they select to develop, revise, and publish does not have to be complete because they will have time to complete it before they start to revise.

Encourage the students to select a draft that interests them, that they can imagine making changes to, and that will be fun to develop into a published piece to share with their classmates. Ask and briefly discuss:

**Q** *As you are looking through your drafts, what might you want to look for to help you decide which one to develop?*

**Students might say:**

"I want to look for a draft that tells about one of my favorite memories."

"I will look for one of my stories where I tell about something funny that happened to me."

"I want others to like reading my story, so I will choose one that tells about something unexpected that happened to me."

**Materials**

- "Writing Process" chart
- "Day 1: Writing Time" (P)

**Teacher Note**

If students struggle to answer, review the items on the "Notes About Personal Narrative" chart.

**EL Note**

You might **provide written reinforcement** by writing the following directions where everyone can see them:

Select a draft that:

1. is interesting to you
2. you can make changes to
3. will be fun to publish and share



### 3 Reread Drafts and Select One to Develop, Revise, and Publish

Ask the students to get their writing notebooks and pencils and sit at desks with partners together. Have them read their personal narrative drafts and select one they would like to develop, revise, and publish. Then have the students start thinking about what they can add or change to make their drafts more interesting, clear, and complete.

As the students review their drafts, circulate around the room. Encourage the students to select pieces that offer revision possibilities. If you notice the students selecting pieces with limited potential for revision (for example, pieces they feel are already “perfect,” very long, or very short), gently guide them toward more appropriate choices. Support the students by asking and briefly discussing questions such as:

- Q *Why did you choose this piece to develop?*
- Q *What might you add or change in this piece to make it more interesting, clear, or complete?*

### 4 Discuss Completing Drafts

Explain that during Writing Time today, the students will complete their drafts, making sure they have included everything they want to say at this point. Ask and briefly discuss:

- Q *What will you work on today as you complete your draft?*

**Students might say:**

“I don’t have an ending yet, so I need to write one.”

“I would like to add more sensory details to the part of my story where I fell off my bike so that readers can imagine how much it hurt.”

“What [Nuru] said made me think about what happens in my story. I think I need to add something to the part where I tell about going bowling to make it more interesting.”

## WRITING TIME

### 5 Complete Selected Drafts

Display the projectable “Day 1: Writing Time” and read it aloud. Explain that any student who completes their draft may set it aside until the next lesson and work on another piece of writing. Encourage the students to work responsibly during Writing Time. If necessary, remind them to work quietly, start working right away, and work the whole time.

Have the students work quietly on the charted tasks for about 20 minutes to finish their drafts. Join them in writing for a few minutes; then circulate, observe, and offer assistance as needed. Signal to let the students know when Writing Time is over. Explain that they will type their drafts in the next lesson.

## SHARING AND REFLECTING

### 6 Reflect On Writing and Taking Responsibility

Help the students reflect on their work today by asking:



**Q** *What did you add to or change about your writing today? Why? Turn to your partner.*

Have a few volunteers share with the class. Then ask and briefly discuss:

**Q** *What did you do to take responsibility for your own work during Writing Time today?*

**Q** *How does it help to build our community when you do that?*

## EXTENSION

### Organize a Text into Paragraphs

Gather the students with partners sitting together, facing you. Remind the students that earlier they listened to and discussed the podcast episode “Cookin’ with Grams.” Ask and briefly discuss:

**Q** *What do you remember about “Cookin’ with Grams”?*

If necessary, remind the students that in “Cookin’ with Grams,” the author tells about preparing a special family meal with his grandmother.

Tell the students that sometimes the words of a recorded podcast or video are written down so that readers can read the words that were spoken during the recording. Explain that this written text with the words spoken in a recording is called a *transcript*. Display “Transcript of ‘Cookin’ with Grams.” Point out that the transcript is organized by sentences and that each sentence is numbered. Explain that you will read the transcript aloud and that you would like the students to follow along as you read and think about how this text is organized differently from the other personal narratives they have read so far.

Read the transcript aloud. Then ask:

**Q** *How is this transcript organized differently from other personal narratives that we have read so far? Turn to your partner.*



### Teacher Note

Because the students will type the drafts in the next lesson, it is important that they have a complete piece before they begin. If you notice that many students need more time to complete their drafts, provide additional writing time before you go on to the Day 2 lesson.



### Facilitation Tip

As you **ask open-ended questions** this week, remember to **use wait-time** for at least 5–10 seconds to give everyone a chance to think before talking. If you often hear from the same few students during class discussions, extend the wait-time to encourage broader participation in the discussion.



### Teacher Note

Prior to this activity, copy and paste the “Transcript of ‘Cookin’ with Grams’ Podcast” (IM) into a new document in a word processor and title it “Transcript of ‘Cookin’ with Grams.” Also title a sheet of chart paper “Notes About Paragraphing” and write the following sentences under the title:

- Sentences in a paragraph are usually about the same topic or event.
- Authors may use temporal words or phrases to begin a new paragraph.

Have a few volunteers share their thinking.

**Students might say:**

“I noticed that the transcript looks different from some of the personal narrative books we’ve read because there are no illustrations, just words.”

“I noticed that the transcript is different because all the sentences have numbers in front of them.”

“I agree with [River’s] idea. I would like to add that the sentences look like a list instead of a story.”

If necessary, point out that the text is not organized into *paragraphs*, or groups of related sentences primarily about one idea. Point out that, instead, the sentences are numbered to show the order in which the speaker says them. Explain that organizing sentences into paragraphs helps readers better understand the ideas of a written text and what is happening in the story. Tell the students that they will organize the transcript by grouping the sentences together to form paragraphs.

Direct the students’ attention to the “Notes About Paragraphing” chart and read the title aloud. Then read the first sentence listed on the chart aloud: *Sentences in a paragraph are usually about the same topic or event*. Explain that authors usually put sentences together in the same paragraph that tell about the same idea, topic, or event (or part of the event). Point out that authors usually organize the paragraphs of a story in the order that the events in the story happen.

Read the second sentence aloud: *Authors may use temporal words or phrases to begin a new paragraph*. Remind the students that *temporal words and phrases* tell when events happen in a story. Point out that listening for the temporal words and phrases in the text can help them notice that the author is describing a different part of the story or telling that a new part of the event is happening.

Explain that using temporal words and phrases to begin a new paragraph when a different part of the story happens is one way to organize the text into paragraphs. Point out that there may be more than one way to organize the narrative into paragraphs and that the important thing is that they create paragraphs that are organized in a way that makes sense and help readers to think about one idea or one part of the story at a time.

Explain that you will read the transcript aloud again slowly and that you would like for them to think about the topic of each sentence. Ask them to notice when the sentence tells about a new idea or describes a different part of the story. Remind the students to listen for temporal words and phrases that tell when an event is happening in the story.

Read the transcript aloud slowly and clearly. Then ask the students to watch and listen as you think aloud and model organizing the opening sentences of the narrative into a paragraph:

 **Teacher Note**

If necessary, explain that a *topic* is what a text or part of a text is mostly about.

**You might say:**

"In the first sentence of the story, the author wakes up and hears music. Then the author realizes that Grams is listening to music while she cooks for their family. In the third sentence the author gets up and runs down the stairs to help Grams. Because the first three sentences in the transcript are all about the topic of waking up, I think they could go together to make the first paragraph. I also think that the fourth sentence in the transcript is about a new idea—it is about the greens—and I remember that when the idea or topic changes, it is usually a good place to start a new paragraph."

Revise the text of the transcript by deleting the numbers at the beginning of the first three sentences and indenting the first sentence of the paragraph. Point to the indent in the first line and tell the students that authors indent new paragraphs. Explain that to *indent* is to start lines of text farther to the right than the other lines of text. Delete any spaces between lines to group the first three sentences into the first paragraph. Read the newly formed paragraph aloud.

Direct the students' attention to the fourth sentence in the transcript and read it aloud. Then ask and have partners discuss:

**Q** *What is happening in the next part of the narrative?*

**Q** *What sentences could go together to make a paragraph that tells the next part of the story? What makes you think so?*

Have a few volunteers share their thinking. Ask the students to watch and listen as you think aloud and model revising the next section of text into a paragraph.

**You might say:**

[Read the next 7 sentences aloud.] "I can create a paragraph with the first 6 sentences I just read because they are all about one topic—taking the greens off the stem and cooking them. I could tell that the topic changed when I read the words 'After that, we make a five-cheese mac and cheese.' Because the topic changed, I would not include the last sentence I read in the second paragraph. I could start the paragraph about cooking the greens with the sentence that begins with the temporal word 'First.' Then I will add the other sentences that tell about cooking the greens."

Revise the next section of text by deleting the numbers at the beginning of the sentences, indenting the first sentence in the paragraph, and deleting spaces when necessary to form the next paragraph as the students share their thinking. Then read the newly formed paragraph aloud.

Use the same procedure to revise the text and form paragraphs with the remaining sentences in the transcript. When you have finished, read the revised transcript aloud, pausing briefly between paragraphs to emphasize

**Teacher Note**

If the students struggle to answer, reread sections of the text aloud and ask the questions again.

the organization of the text. Then direct the students' attention to the "Notes About Paragraphing" chart and discuss how the revised narrative is organized into paragraphs by asking questions such as:

- Q *What topic or event is described in the [first, next, last] paragraph of the text?*
- Q *What temporal words or phrases did the author use in the text? How did the temporal words and phrases help to organize the text into paragraphs?*

Encourage the students to think about how organizing sentences into paragraphs can help readers better understand a text. Ask and discuss:

- Q *What do you notice about reading the transcript now that it has been organized into paragraphs?*

**Students might say:**

"It's much easier to follow it because all the sentences about one thing are in a group together."

"I know when I get to a new paragraph that something is going to change, like it's going to be a slightly different part of the story."

"It looks like a real story now that it doesn't have numbers and lines all separated."

Post the "Notes About Paragraphing" chart for students to refer to for the remainder of the unit. Encourage the students to use the information on the "Notes About Paragraphing" chart to organize their writing into paragraphs as they develop their own personal narratives.

## DAY 2: Typing Drafts

### Materials

- Computer, laptop, or tablet (connected to a projector) for modeling, prepared ahead
- Computer, laptop, or tablet for each student
- Selected piece from your notebook writing, prepared ahead
- "Class Assessment Record 8" (A)

### IN THIS LESSON, THE STUDENTS:

- Type drafts into a word processor to prepare for the revision, proofreading, and publishing process
- Practice self-management by handling materials responsibly

## GETTING READY TO WRITE

### 1 Review Writing in a Word Processor

Have the students stay at their seats today. Remind them that earlier, they selected a personal narrative draft from their writing notebooks that they would like to revise and publish. Tell the students that today they will type their drafts so they can revise them in a word processor.

If necessary, review that word processors allow authors to easily undo typing, add and delete words and sentences, as well as move and rewrite sections of text. Word processors also include helpful tools that can help authors notice and correct errors in their writing.

## 2 Model Typing a Draft

Display your preferred word processor and tell the students that you will model creating a digital draft of a piece you selected from your writing notebook. Explain that you will turn off spell-check, grammar-check, predictive text, and autocorrect for capitalization, spelling, and punctuation. Point out that turning off these digital tools will allow the students to focus on their drafts, without distractions. Explain that they will use spell-check in a later lesson. Model how to turn off these tools.

Ask the students to listen and watch as you model creating your digital draft.

### You might say:

"First, I'll create and name a new document. Now I will begin typing my draft. I'll read the first sentence of my draft and then type it into the document. If I forget what the sentence says while I am typing, I will look back at the sentence in my notebook. As I am typing, if I accidentally type the wrong letter or word, I can use the ['backspace'/'delete'] key to delete the mistake and then continue typing."

Then, continue to model typing your draft.

### You might say:

"I've finished typing my first sentence, so I am going to go back to my draft and check that sentence. I don't want to lose my place as I type, so after I type a sentence or a line, I will mark it in my notebook to keep track of what I've typed so far."

After you have typed your first paragraph, tell the students that during Writing Time today, you would like them to work responsibly while typing their drafts and use their devices responsibly. Ask and briefly discuss:

**Q** *How can you use your devices responsibly?*

### Students might say:

"I can carry the laptop with both hands when I bring it to my desk."

"In addition to what [Avery] said, I can make sure to put the laptop in the middle of my desk so it doesn't fall off."

"I can make sure to shut down my laptop when I am finished and put it back in the charging station."



### Teacher Note

If your students are proficient in using word processing applications to type their drafts, you may decide to skip this step and move directly into Writing Time (Step 3).



### Technology Tip

If you are using a word processor that saves to a device, model saving your work as you go. Explain that the students will need to save their work while they are typing, so they do not lose it if the computer shuts down unexpectedly.

 **Technology Tip**

You might have students who are not proficient in keyboarding skills use the voice-to-text tool. You may need to separate students who are using this tool, because voice recognition apps often pick up ambient noise.

 **Teacher Note**

If necessary, provide additional time for the students to finish typing their drafts before teaching the next lesson. The students will use their digital drafts throughout the rest of the unit.

## WRITING TIME

### 3 Type Drafts

Have the students get their devices and writing notebooks. Ask the students to open their writing notebooks to the draft they selected to publish. Then, have the students create a new document on their devices. If necessary, guide the students through the steps for disabling spell-check, grammar-check, predictive text, and autocorrect for capitalization, spelling, and punctuation.

Have the students type their drafts for about 20 minutes. Walk around the class and observe, assisting students as needed.

#### CLASS ASSESSMENT NOTE

Observe the students as they type their drafts. Ask yourself:

- Are the students able to type their drafts?
- Will most of the students have finished drafts that they can start revising during the next lesson?
- Do the students have extra or confusing information in their drafts?

If you notice that many students need more time to finish typing their drafts, make time for them to finish before you teach the Day 3 lesson, because they begin guided revision in that lesson. If you notice that many students have extra or confusing information in their drafts, you might reteach the Unit 2, Week 1, Day 3 lesson to have them revise for extra or confusing information before you teach the Day 3 lesson.

Document your observations on “Class Assessment Record 8.”

Signal to let the students know when Writing Time is over. If necessary, remind the students to save their work.

### 4 Read Typed Drafts

Explain to the students that when authors type their work, they sometimes accidentally skip words, lines, or sentences, so it is important that they reread what they type. Give the students 5-10 minutes to read their typed drafts and make any needed changes. If necessary, remind the students to save their work. Explain that they will begin to revise their drafts in the next lesson.

## SHARING AND REFLECTING

### 5 Reflect On Typing Drafts

Ask and briefly discuss:

- Q *What did you like about typing your draft today?*
- Q *What was challenging about it?*

## DAY 3: Analyzing and Revising Drafts

### IN THIS LESSON, THE STUDENTS:

- Reread their drafts critically to identify places they might add sensory details
- Revise their drafts by adding sensory details to help readers imagine how something looks, sounds, smells, feels, or tastes
- Build social awareness by giving their full attention to people who are speaking

## GETTING READY TO WRITE

### 1 Briefly Review

Have the students stay at their seats today. Remind them that in the previous lesson they typed the drafts they will revise and publish. Explain that today they will begin revising their drafts. Review that when authors *revise* their writing, they rewrite, add and take out words and information, and make the piece as interesting and clear as possible to get it ready to publish. Explain that today you will ask the students to think about specific ways they might revise their drafts.

### 2 Model Revising for Sensory Details

Explain that one way that authors revise their writing is by adding sensory details to help their readers imagine how something looks, sounds, smells, feels, or tastes. Tell the students that you will model rereading your draft to identify places you might add sensory details. Explain that as you reread your draft, you will add comments to places you want to revise with notes about how you might revise those parts.

### Materials

- Computer, laptop, or tablet (connected to a projector) for modeling, prepared ahead
- Computer, laptop, or tablet for each student
- “Personal Narrative Draft,” prepared ahead
- “Revising for Sensory Details” chart, prepared ahead
- “Day 3: Writing Time” (P)
- “Conference Record 4” (A)

### Teacher Note

This lesson may require an extended class period.

### Teacher Note

If necessary, remind the students that in a word processor, the commenting tool is like a self-stick note that they can use to leave notes to themselves. Show the students how to add a comment.



## EL Note

This lesson includes a large amount of teacher description and explanation. Consider how you might **make your speech more accessible** by reflecting on the following questions throughout the lesson:

- Am I speaking at a natural rate and adjusting my pace when necessary for understanding?
- Am I enunciating words?
- Am I providing sufficient wait-time?
- Am I repeating and writing critical vocabulary and important instructions where everyone can see them?

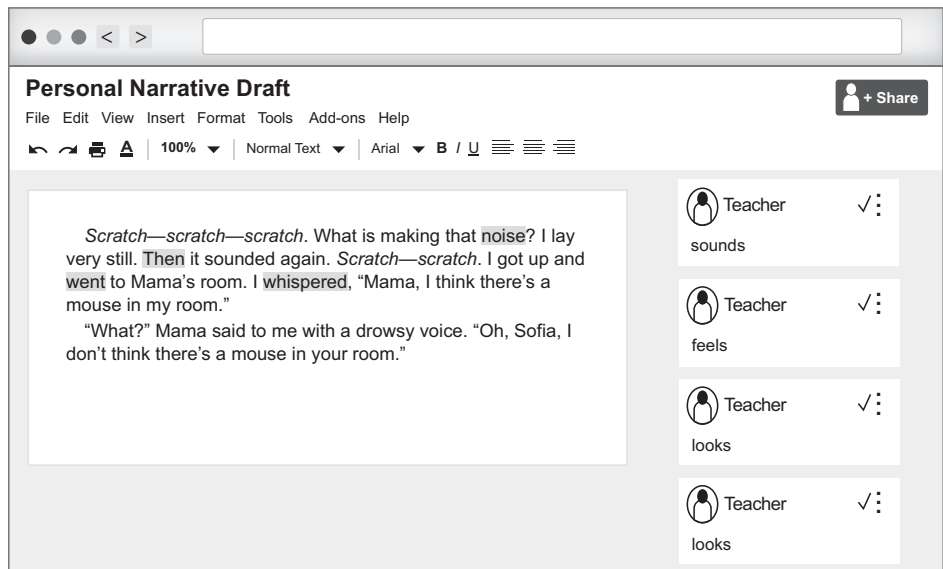
## Teacher Note

Reading aloud a piece of writing is an important part of revision. Reading their own writing aloud allows authors to notice things within their writing that are not as readily apparent when the words are read silently.

After you have identified the parts you want to revise, you will go back to the beginning and revise them.

Use the following procedure to model:

- Display “Personal Narrative Draft” and read it aloud.
- Starting at the beginning, think aloud about places where you might be able to add sensory details to help the reader imagine how something looks. Select text you wish to revise and add a comment that says *looks*.
- Repeat the step above to add comments for sensory details for how something *sounds, feels, smells, or tastes*.
- Starting with your first comment, model revising by adding sensory details. Delete any resolved comments that do not disappear automatically as you revise your writing.
- Reread the revised part of your story aloud.



The screenshot shows a web browser window titled "Personal Narrative Draft". The browser's address bar is empty. Below the title bar is a menu bar with "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". Below the menu bar is a toolbar with various icons for text formatting, including bold, italic, underline, and text color. The main content area of the browser displays a draft of a story. The text reads: "Scratch—scratch—scratch. What is making that noise? I lay very still. Then it sounded again. Scratch—scratch. I got up and went to Mama's room. I whispered, 'Mama, I think there's a mouse in my room.'" "What?" Mama said to me with a drowsy voice. "Oh, Sofia, I don't think there's a mouse in your room." To the right of the text is a list of four comments, each with a "Teacher" profile picture, a checkmark, and a vertical ellipsis menu icon. The comments are: "sounds", "feels", "looks", and "looks".

### You might say:

[Read the entire draft without stopping.] “In the first part of my story, I name the sounds but I could tell more about what kind of noise I heard. I’ll select the word ‘noise’ and use the toolbar to add a comment that says *sounds*. I remember that I got this strange feeling in my body. I could tell more about that. I will select the first word in that sentence and add a comment that says *feels*. I could also tell more about how I went to go tell my mom. I’ll select the word ‘went’ and add a comment that says *looks*. In the next sentence I mentioned that I whispered to my mom. I could also add words that describe

how I told her that I thought there was a mouse in my room. I'll add another comment by the word 'whispered' that says *looks*.

"Now, I will go back and add sensory details to the parts that I marked. In the first sentence, I can explain that the noise was a bad sound. I'll add the word *awful* in front of the word 'noise.' Now I will delete the comment that says *sounds*." [Read the revised sentence aloud.]

"Next, I marked the place where I can explain that I noticed how hard my heart was beating. I will place the cursor before the word 'Then' and type the sentence *I began to feel my heart pounding in my chest*. I will delete the comment that says *feels*." [Read the added sentence aloud.]

"Finally, I marked two places where I could add how something looks. I remember that I quickly went to my mom's room, so I will select the word 'went' and replace it with the words *quickly tiptoed*. That should help readers imagine how it looked as I went to my mom's room. Then I marked the part where I whispered to her. After the word 'I' and before the word 'whispered,' I'll add the words *leaned in very close to her head and*. That should help readers imagine what it looked like when I whispered. Now I will delete the comments that say *looks*." [Read the revised sentences aloud.]

Tell the students that they will follow the same procedure to mark and revise their own drafts.

### 3 Facilitate Guided Reading of Drafts

Explain that the students will now follow the same procedure to reread their own drafts and identify places they can revise using sensory details. Explain that they will work on revising their drafts later during Writing Time.

Have the students get their devices, open their drafts, and reread them quietly. Ask the students to look up when they are finished. Direct the students' attention to the "Revising for Sensory Details" chart. Read the prompts aloud, one at a time, giving the students several quiet minutes after each prompt to review their draft and insert comments at the places they wish to revise.



#### Teacher Note

Save "Personal Narrative Draft" to use on Day 4.



#### EL Note

You might have the students **create audio recordings** of themselves reading aloud their writing. Then have them listen to the recordings as they think about ways to revise for extra or confusing information in their writing.



#### Teacher Note

Depending on the topic of the personal narrative, it may not be possible for the students to revise their drafts for all of the five senses.

 **EL Note**

If you created a “**Sensory Words**” **chart** (see “Pre-Teaching Support” in the Week 1 Overview), encourage the students to refer to the chart to support their discussion in this step and their writing in the steps to follow. As the students mention additional sensory words, add them to the chart.

### Revising for Sensory Details

- Find a place in your draft where you *describe, or could describe, how something looks or feels* and add a comment that says looks or feels next to each place.
- Find a place where you *describe, or could describe, how something sounds* and add a comment that says sounds next to each place.
- Find a place where you *describe, or could describe, how something smells or tastes* and add a comment that says smells or tastes next to each place.

After giving sufficient time for the students to review their drafts and add comments, signal for their attention. Ask:



**Q** *Where do you plan to add sensory details to your piece to help the reader imagine how something looks, sounds, smells, feels, or tastes? Turn to your partner.*

Without discussing as a class, tell the students that during Writing Time today they will review the places in the draft they marked with comments and add sensory details. Encourage the students to reread their drafts after they revise. Explain that if they finish early, they can work on another piece of writing.

 **Teacher Note**

Post the “Revising for Sensory Details” chart where the students can easily refer to it and save it to use throughout the remainder of the unit.

## WRITING TIME

### 4 Revise Drafts

Display the projectable “Day 3: Writing Time” and read it aloud. Have the students work on revising their drafts for about 20 minutes. Circulate and provide support as the students work. When most students appear to be working independently, confer with individual students.

**TEACHER CONFERENCE NOTE**

Over the next two weeks, confer with individual students about the piece they are developing for publication. As you confer, document your observations for each student on “Conference Record 4.”

Ask the student to tell you about the part they are working on now and to read it aloud. As you listen to the student, ask yourself:

- Does the student’s piece describe an interesting personal experience?
- Does the student’s writing include extra or confusing information?
- Does the student’s writing communicate clearly? If not, what is unclear?
- Is it easy to follow what is happening, when it happens, and to whom?

Ask the student to tell you about one revision they made. Then ask yourself:

- Does the revision make sense and improve the piece?

Consider what you noticed as the student read and talked about their personal narrative. Support the student by asking them questions such as:

- Q *What do you want readers to be thinking at this part?*
- Q *What could you change or add to your writing to help readers understand what you mean?*
- Q *Where might you add sensory details to help readers imagine how something looks, sounds, smells, tastes, or feels?*

Wrap up the conference by asking the student to tell you what in their piece they will work on next.

Signal to let the students know when Writing Time is over. If necessary, remind the students to save their work. Explain that they will continue to revise their drafts in the next lesson.

**SHARING AND REFLECTING****5 Reflect On Writing and Taking Responsibility**

Ask a few volunteers to share revisions that they made by reading a part they revised aloud and telling how and why they revised it. Encourage the rest of the students to give their full attention to the person who is sharing.

Facilitate a discussion about each volunteer’s revisions by asking and briefly discussing questions such as:

Q *[Aldo], what sensory details did you add to your draft? Read us that part.*

Q *What do you imagine when you hear [Aldo’s] passage?*

Help the students reflect on their participation by asking and briefly discussing:

Q *What did you do to take responsibility for your own work during Writing Time today?*

Q *How does that help build our community?*

## DAY 4: Analyzing and Revising Drafts

### Materials

- Computer, laptop, or tablet (connected to a projector) for modeling, prepared ahead
- Computer, laptop, or tablet for each student
- “Transitional Words and Phrases for Personal Narrative” chart
- “Personal Narrative Draft” from Day 3
- “Revising for Temporal Words and Phrases” chart, prepared ahead
- “Day 4: Writing Time” (P)
- “Conference Record 4” (A)

### Teacher Note

This lesson may require an extended class period.

### IN THIS LESSON, THE STUDENTS:

- Reread their drafts critically to identify parts to revise
- Use temporal words and phrases to connect events in their drafts
- Develop relationship and communication skills by expressing interest in and appreciation for one another’s writing

## GETTING READY TO WRITE

### 1 Briefly Review the Purpose of Revision

Have the students get their devices and sit at desks with partners together. Review that they began to analyze and revise their drafts in the previous lesson. Remind them that the purpose of revision is to make their pieces as interesting and readable as possible before they publish them for their classmates. Explain that today you will ask the students to think about another way they might improve their drafts.

### 2 Model Revising for Temporal Words and Phrases

Remind the students that earlier they discussed how Mina Javaherbin, the author of *My Grandma and Me*, uses temporal words and phrases to help the reader understand the order of events in her story and when they happened. Direct the students’ attention to the “Transitional Words and Phrases for Personal Narrative” chart and remind the students that *temporal words and phrases* are words and phrases that help explain the order of events. Read the list of temporal words and

phrases aloud. Explain that today you will help the students think about where they might add temporal words and phrases to their own pieces.

Tell the students that you will model rereading your draft to identify parts to revise. Review that as you reread your draft, you will add comments to places you want to revise with brief notes about why you are changing those parts. After you have identified the parts you want to change, you will go back to the beginning and make your revisions.

Use the following procedure to model:

- Display “Personal Narrative Draft” and read it aloud.
- Starting at the beginning, think aloud about places where you might be able to help readers understand the order of events or when the events happen by using temporal words or phrases. Select text to revise with temporal words and phrases and add a comment that says *order of events*.
- Starting with your first comment, model revising by adding temporal words and phrases to show the order of events or describe when the events happen. Delete any resolved comments that do not disappear automatically as you revise your writing.
- Read the revised part of your story aloud.

The screenshot shows a Google Docs interface. The title bar reads "Personal Narrative Draft" with a "+ Share" button. The menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". The toolbar shows "100%", "Normal Text", "Arial", "B", "U", and text alignment options. The main text area contains the following paragraph: "Lucy and I chatted quietly for a little while. Then she fell asleep. From the living room, I heard Mama tell Grandpa good night as she shut off the TV. **The** house got very quiet. I was almost asleep when I heard the noise. I need to pause to say I am terrified of mice. That is what I thought I heard as I lay there in my bed." Two comments from a user named "Teacher" are visible on the right side. The first comment is on the word "The" and says "order of events". The second comment is on the word "That" and also says "order of events".

### You might say:

[Read the entire draft without stopping.] “This is the part of my story that happened just before I heard the scratching noise. I want to tell more about when Lucy and I were talking, so I will select that part and add a comment that says *order of events*. Another place I could add a temporal word or phrase to tell more about an event is when the house got very quiet. I will use the toolbar to select the word *The* and add a comment that says *order of events*.

“Now I will revise the places I have a comment by adding temporal words or phrases to help the reader understand the order of events or when events in my story happened. I will add the phrase *That*

*night*, to the beginning of the sentence that starts, ‘Lucy and I chatted quietly . . .’ Now I will delete the comment.” [Add the phrase *That night*, to the beginning of the sentence that starts “Lucy and I chatted quietly” and read the revised sentence aloud.]

“Next, it wasn’t long after my mom shut off the TV that it got quiet in the house. I will add the phrase *After a few minutes*, at the beginning of the sentence that tells about that.” [Add *After a few minutes*, to the beginning of the sentence “The house got very quiet,” deleting the uppercase *T* and replacing it with a lowercase *t*. Then delete the comment and read the revised sentence aloud.]

### 3 Facilitate Guided Rereading of Drafts

Explain that the students will now follow the same procedure to reread their own drafts and identify places to revise for temporal words and phrases. Explain that they will work on revising their drafts later during Writing Time.

Have the students open their drafts and reread them quietly. Ask the students to look up when they are finished. Direct the students’ attention to the “Revising for Temporal Words and Phrases” chart. Read the prompt aloud, giving the students several quiet minutes to review their draft and insert comments at places they wish to revise.

#### Teacher Note

You might direct the students’ attention to the “Transitional Words and Phrases for Personal Narrative” chart to help them generate ideas for words or phrases they might use to help readers understand when the events in the story happen.

#### Revising for Temporal Words and Phrases

- Find places in your draft where you could use a temporal word or phrase to help readers better understand the order of events or when the events happen.
- Add a comment that says order of events next to each place.

Have one or two volunteers share one place they selected to add a temporal word or phrase with the class. Probe their thinking by asking and briefly discussing questions such as:

- Q *Why did you decide to add a temporal word or phrase in this part?*
- Q *What temporal words or phrases could you use to help readers understand when the events in your story happen?*

## WRITING TIME

### 4 Draft Personal Narratives

Display the projectable “Day 4: Writing Time” and read it aloud. Have the students work quietly on the charted tasks for about 20 minutes. Join the students in writing for a few minutes; then confer with individual students.

#### TEACHER CONFERENCE NOTE

Continue to confer with individual students about the piece they are developing for publication. As you confer, document your observations for each student on “Conference Record 4.”

Ask the student to tell you about the part they are working on now and to read it aloud. As you listen to the student, ask yourself:

- Does the student’s piece describe an interesting personal experience?
- Does the student’s writing include extra or confusing information?
- Does the student’s writing communicate clearly? If not, what is unclear?
- Is it easy to follow what is happening, when it happens, and to whom?

Ask the student to tell you about one revision they made. Then ask yourself:

- Does the revision make sense and improve the piece?

Consider what you noticed as the student read and talked about their personal narrative. Support the student by asking them questions such as:

- Q *What do you want readers to be thinking at this part?*
- Q *What could you change or add to your writing to help readers understand what you mean?*
- Q *Where might you add sensory details to help readers imagine how something looks, sounds, smells, tastes, or feels?*
- Q *Where might you add temporal words or phrases to help readers understand when the events in your story happen?*

Wrap up the conference by asking the student to tell you what in their piece they will work on next.

Signal to let the students know when Writing Time is over.



## SHARING AND REFLECTING

**5 Share Revisions and Reflect On Participation**

Have a few volunteers share by reading a revised passage aloud to the class. Encourage discussion by asking the class questions such as those that follow. Be ready to have the volunteers reread aloud, if necessary.

**Q** *What did you imagine as you listened to [Halona's] revision?*

**Q** *[Halona], how is your revision different from your original passage?*

**Q** *What questions can we ask [Halona] about their revision?*

Help the students reflect on their participation in this discussion by asking questions such as:

**Q** *How did you do today giving your full attention to the people who were sharing their writing?*

**Q** *If you weren't giving your full attention today, what will help you give your full attention the next time we have a class discussion?*

## EXTENSIONS

**Explore the Function of Prepositions**

Have the students get their devices and sit at desks with partners together. Show the cover of *A Boy and a Jaguar* and remind the students that they listened to this story earlier. Explain to the students that they will read a few sentences and discuss how authors tell where and when things happen.

Show “Week 3 Model Sentences 1” with only the first sentence showing. Read the first sentence aloud. Then ask and discuss:

**Q** *What does this sentence tell us about where Alan's special class is located?*

Underline the words *at school* and point out that these words tell where Alan's special class is located. Circle the word *at* and tell the students that *at* is a preposition. Explain that a *preposition* is a word that shows location, point in time, direction, or another relationship. Direct the students' attention to the “Prepositions We Know” chart and add the word *at*.

Uncover the second sentence and read it aloud. Then ask:

**Q** *What does this sentence tell us about when Alan visits the jaguar? What preposition does the sentence include?*

Invite a few students to share their ideas. If necessary, tell the students that the author says that Alan visits the jaguar on Saturday and that the preposition is *on*. Circle the word *on*. Direct the students' attention to the “Prepositions We Know” chart and add the word *on* to the chart.

**Teacher Note**

Prior to doing this activity, prepare a sheet of chart paper with the title “Prepositions We Know” and post it where everyone can see it. You will also need to locate “Week 3 Model Sentences 1” (P) and prepare to display and annotate it during the lesson. In addition, the students will need their devices. You will also need a copy of *A Boy and a Jaguar* for this activity.

Reread the second sentence aloud. Ask:

- Q** *What does this sentence tell us about where Alan visits the jaguar?  
What prepositions does the sentence include? Turn to your partner.*

Have a few volunteers share their thinking. If necessary, point out that the author uses two prepositions, *in* and *at*, to tell where Alan visits the jaguar. Circle the words *in* and *at* in the second sentence. Direct the students' attention to the "Prepositions We Know" chart and add the word *in* to the chart. Repeat this procedure to discuss where the squirrel is in the last sentence (*near the jaguar's cage*).

Reread the third sentence: *There is a squirrel near the jaguar's cage*. Then ask:

- Q** *Imagine that the squirrel was somewhere else. Where might it be? Turn to your partner.*

Have a few volunteers share their thinking.

**Students might say:**

- "It could be under the cage."  
"Maybe it is inside the jaguar's cage."  
"The squirrel could be outside the cage."

As each student responds, reread the sentence using their suggestion, then add any new prepositions they mention to the "Prepositions We Know" chart.

Have the students open their devices to their personal narrative drafts. Explain that you would like them to quietly read their drafts to themselves and find one or two sentences where they could use a preposition to tell more about *where* or *when* something happens; then invite them to share what they added with their partner.

Give the students a few moments to add a preposition or two to their writing. Have a few volunteers read their new sentences aloud, and add any additional prepositions they mention to the "Prepositions We Know" chart. Encourage the students to continue to use prepositions to tell more in their writing.

**Week 3 Model Sentences 1**

1. Alan has a special class at school because he has a stutter.
2. On Saturday Alan visits the jaguar in the great cat house at the Bronx Zoo.
3. There is a squirrel near the jaguar's cage.



**Teacher Note**

Common prepositions that show location are *above*, *at*, *behind*, *beside*, *in*, *inside*, *into*, *near*, *off*, *on*, *over*, and *under*.



**EL Note**

To reinforce meaning, you might **act out** each preposition on the chart (for example, put your hand *in* your pocket, stand *near* a desk, etc.) and invite the students to do the same.

 **Teacher Note**

The students will need their writing notebooks and pencils for this activity. Prior to this activity, prepare a sheet of chart paper titled “Notes About ‘John and the Snake’” and divide the paper into two columns. Label the columns with the headings *Personal Narrative Item* and *Evidence in the Story*. Post the chart where everyone can see it. You will need a copy of *Childtimes* for this activity. You will also need to locate “Write About ‘John and the Snake’” (P) and prepare to display it.

 **Write About the Personal Narrative  
“John and the Snake”**

Have the students get their writing notebooks and pencils and gather with partners sitting together, facing you. Show the cover of *Childtimes* and remind the students that earlier they listened to and discussed the personal narrative “John and the Snake.” Ask and briefly discuss:

**Q** *What do you remember about this personal narrative?*

Direct the students’ attention to the “Notes About Personal Narrative” chart and read it aloud. Explain that you will reread “John and the Snake” aloud and that you would like them to think about which items on the chart author Pattie Ridley Jones includes in the narrative.

Open the book to page 35 and read “John and the Snake” aloud, slowly and clearly. Then ask:

**Q** *Which of the items on the “Notes About Personal Narrative” chart does Pattie Ridley Jones include in “John and the Snake”? What in the story makes you say that? Turn to your partner.*

Have a few volunteers share their thinking. Record the items from the “Notes About Personal Narrative” chart and the evidence they mention on the “Notes About ‘John and the Snake’” chart as they share.

**Students might say:**

“Earlier we talked about how Pattie Ridley Jones tells a true story from her own life. She is telling her memory of when her brother was bitten by a poisonous snake.”

“I noticed that the author included sensory details to help the reader imagine how some things looked and smelled in the story. She said that Mr. Highsmith tied his handkerchief tightly around John’s arm above the elbow. Then he chewed some tobacco and laid it on John’s wrist. I can imagine all of that in my mind!”

“I agree with [Berta’s] idea and would like to add that she also uses sensory details to describe how sick John looked that first night. She used words like *so weak and sick* and *his hand had swelled up so, it looked like his fingers were about to split open*. That helped me imagine how John looked laying in bed.”

“My partner and I noticed that the author used temporal words like *first* and *then* in the parts where Mr. Highsmith and Papa tried different treatments to save John. That helped us understand the order of events in the story.”

Have the students open to the next blank page in their writing notebooks and title it “My Thoughts About ‘John and the Snake.’” Explain that they will write a paragraph about the items from the

“Notes About Personal Narrative” chart that they notice Pattie Ridley Jones includes in “John and the Snake.” Display the projectable “Write About ‘John and the Snake’” and explain that the students should start their paragraphs with an opening sentence that includes the title and author of the story and tells what their paragraph is going to be about. Then they will write about a few characteristics of personal narrative writing that the author uses in the story and provide examples or details from the story to support their thinking. Finally, they will write a closing sentence that brings their writing to an end. Explain that their thinking may differ about which items they choose to write about in their paragraph, and that is fine. The important thing is that they explain their thinking by using facts and details from the story and information from the “Notes About ‘John and the Snake’” chart. Ask the students to watch as you think aloud and model writing a paragraph.

**You might say:**

“Pattie Ridley Jones includes several items from the ‘Notes About Personal Narrative’ chart in her personal narrative ‘John and the Snake.’ I’ll start by writing: *Pattie Ridley Jones’s story “John and the Snake” includes several items from the “Notes About Personal Narrative” chart.* Notice that I indented the first line of my paragraph, used capital letters at the beginning of each of the author’s names, and capitalized the title of the story and put it in quotation marks. I also stated my opinion in that first sentence. Now I need to explain my thinking using facts and details. I’ll write: *The first item I notice is that Pattie Ridley Jones tells a true story about an important memory—the time her brother John was bitten by a poisonous snake.* In the next sentence, I’ll explain that I notice that the author learns something in the story. I’ll write about how she learns that the doctor who took care of John knew what he was doing because John got better. Finally, I could tell how the author helps the reader use their senses to imagine how it must have smelled when John’s teacher put tobacco on his wound and to imagine how sick John looked when he lay in his bed. In my closing sentence, I will explain that readers can tell that ‘John and the Snake’ is a personal narrative because the author tells a true story from her life, uses sensory details, and writes about something she learns.”

Have the students return to their seats and write their paragraphs in their writing notebooks. Remind the students to capitalize the words in the title and put them in quotation marks when they write their response. If time permits, invite the students to share their writing with the class.

### Materials

- *A Boy and a Jaguar*
- “Week 3 Model Sentences 2” (P)
- *Student Writing Handbooks*, page 57
- “Class Assessment Record 8” (A)

### IN THIS LESSON, THE STUDENTS:

- Discuss model sentences to explore how authors use possessive nouns
- Use possessive nouns in sentences to show ownership
- Practice self-management and self-discipline by working responsibly in pairs

## GETTING READY TO WRITE

### 1 Discuss Nouns

Gather the class with partners sitting together, facing you. Remind the students that this year they will read and discuss model sentences, think about what authors do to help readers understand and enjoy their writing, and then use what they learn in their own writing. Remind the students that they have learned about nouns.

Ask:



**Q** *What do you know about nouns? Turn to your partner.*

Have a few volunteers share their ideas. If necessary, review that a *noun* is a word that names a person, place, thing, or idea. Remind the students that a noun can be singular or plural. *Singular nouns* name one person, place, thing, or idea. *Plural nouns* name more than one person, place, thing, or idea. Tell the students that today they will learn about another kind of noun.

### 2 Discuss Sentences from *A Boy and a Jaguar*

Show the cover of *A Boy and a Jaguar* and remind the students that they listened to this text earlier. Explain that you will read aloud a page from the book *A Boy and a Jaguar* and then the class will discuss two of the sentences on that page. Open the book to page 28 and remind the students that in this part of the story, the biggest jaguar appears. Read page 28 aloud.

Display the projectable “Week 3 Model Sentences 2” with only the first sentence showing. Read the sentence aloud and have the students read it aloud with you. Point to and underline the word *jaguar’s*. Point to the apostrophe in the word *jaguar’s* and tell the students that the author added apostrophe-*s* to the word *jaguar* to show that something in the sentence belongs to the jaguar. Ask and briefly discuss:

**Q** *What belongs to the jaguar?*

If necessary, point out that the eyes in this sentence are the jaguar’s—they belong to him. Explain that when writers add apostrophe-*s* to a singular noun, it helps readers understand that something or someone belongs to that one noun. Nouns that end with apostrophe-*s* and come before another noun or nouns are called *singular possessive nouns*.

Show the second sentence. Point to the sentence as you read it aloud; then have the students read it aloud with you. Point to and underline the word *animal's*. Explain that it is another singular possessive noun. Tell the students that like the first sentence, the author added apostrophe-s to the word *animal* to show that the eyes in this sentence belong to this one animal.

Tell the students that instead of starting the sentence with “In this animal’s eyes,” the author could have started it with “In the eyes that belong to this animal.” Write the following sentence where everyone can see and read it aloud: *In the eyes that belong to this animal are strength and power and sureness of purpose.* Use “Think, Pair, Share” to discuss:



**Q** *Why do you think the author wrote “In this animal’s eyes” instead of this sentence? [pause] Turn to your partner.*

Then ask and briefly discuss:

**Q** *Which sentence do you prefer? Why?*

Have a few volunteers share their thinking with the class.

**Students might say:**

“I don’t think the sentence you wrote is as easy to understand.”

“I think the sentence you wrote uses too many words.”

“In addition to what [Nuru] said, the sentence uses more words to say the same thing. So I think the original sentence is better.”

Explain that adding apostrophe-s to a noun allows authors to show clearly and with fewer words that something belongs to that noun.

### 3 Discuss Another Sentence

Direct the students’ attention to the projectable and show the third sentence. Point to the sentence as you read it aloud; then have the students read it aloud with you. Point to and underline the word *jaguars’*. Then direct the students’ attention back to the first sentence and point to the word *jaguar’s*. Ask:

**Q** *What is similar about these words? What is different?*

Have a few volunteers share their thinking with the class.

**Students might say:**

“They are both nouns, but the first one is singular and the other is plural.”

“The apostrophe is in different places.”

“I agree with [Aldo] because in the first sentence, the apostrophe is before the s. In the second sentence, the apostrophe is after the s.”



#### EL Note

You might **clarify vocabulary** by explaining that *sureness of purpose* means “confidence.”



#### EL Note

Be aware that ownership and possession may be expressed differently in your students’ home languages. You might **celebrate multilingualism** by inviting students to share how to say the phrase *animal’s eyes* in their home languages and having the rest of the class repeat it aloud. If possible, note any similarities and/or differences in how possession is shown in the students’ home languages and in English. (For example, in Haitian Creole and Spanish, possession is indicated using an “of” phrase, such as “the chair of Rene,” rather than by adding apostrophe-s.)

 **Teacher Note**

You might point out that most plural nouns are formed by adding the letter *s*, and that for nouns that end with *s*, *x*, *sh*, or *ch*, we add *e-s*.

 **Teacher Note**

You might point out that for irregular plural nouns that do not end in *s*, we show ownership by adding apostrophe-*s* (for example, *the children's shoes*, *the women's hats*, *the men's jackets*).

 **Teacher Note**

For how to use possessive nouns, the students can refer to “Nouns” in the “Grammar Guide” section of the *Student Writing Handbook*.

Direct the students’ attention to the word *jaguars’* in the third sentence and underline it. Point to the apostrophe and point out that for plural nouns, we show ownership by simply adding an apostrophe. Point out that the placement of the apostrophe helps readers know that the author of the sentence is referring to more than one jaguar in this example. Ask and briefly discuss:

**Q** *What belongs to the jaguars?*

If necessary, point out that the habitat in this sentence is the jaguars’—it belongs to them. Point out that when writers add an apostrophe to a plural noun, it helps readers understand that something or someone belongs to more than one noun. Nouns that end with an apostrophe and come before another noun or nouns are called *plural possessive nouns*.

**Week 3 Model Sentences 2**

1. I know I should feel frightened, but I squat down and look into the jaguar's eyes, just as I had with the sad old female at the Bronx Zoo.
2. In this animal's eyes are strength and power and sureness of purpose.
3. The jaguars' habitat needs to be protected from hunters.

## WRITING TIME

### 4 Write a Shared Sentence

Tell the students that now they will help you write a sentence like the one they just discussed. Explain that you would like to use a plural possessive noun as the subject of the sentence. Ask:

**Q** *Who or what will be the subject of my sentence?*

**Q** *What will belong to the subject? How will we show that?*

Using the students’ ideas, write the sentence where everyone can see it (for example, *The visitors' suitcases were put in the closet.*). As you write, point out that you are showing ownership by adding an apostrophe to the plural noun. Remind the students that in singular possessive nouns, the apostrophe is placed before the *s*. In plural possessive nouns, the apostrophe is placed after the *s*.

Tell the students that now they will work in pairs to write sentences that use apostrophe-*s* or an apostrophe to show ownership.

## 5 Write Sentences in Pairs

Have the students get their *Student Writing Handbooks* and sit at desks with partners together. Ask the students to open their *Student Writing Handbooks* to page 57, “Using Possessive Nouns.” Read aloud the statement below the title and have the students read it with you: *I add apostrophe-s or an apostrophe to a noun to show ownership.* Point out that the model sentences they discussed today are also on this page.

Direct the students’ attention to the first line of directions and read it aloud. Ask:



**Q** *Who or what will be the subject of your sentence? Turn to your partner.*

**Q** *What will belong to your subject? How will you show that? Turn to your partner.*

Without sharing as a class, give the students 5 minutes to write their sentences. Then direct the students’ attention to the second line of directions and read it aloud. Ask:



**Q** *Who or what will be the subject of your sentence? Turn to your partner.*

**Q** *What will belong to your subject? How will you show that? Turn to your partner.*

Without sharing as a class, give the students 5 minutes to write their sentences.

As the students write, walk around and observe, assisting them as needed.

### CLASS ASSESSMENT NOTE

Observe the students and ask yourself:

- Are the students able to use possessive nouns in their sentences?
- Do they place an apostrophe or apostrophe-s correctly?

Support any students who struggle by working closely with them to guide their writing. Make a note of any students who struggle and plan to focus part of your next writing conference on helping each of them apply this convention in their writing. Alternatively, consider reteaching this lesson to a small group of students using the additional sentences provided in the Teacher Note at the end of this lesson.

Document your observations on “Class Assessment Record 8.”

Signal to let the students know when Writing Time is over.



## SHARING AND REFLECTING

### 6 Share Sentences

Invite a few pairs to read their sentences aloud. Encourage the students to continue to use apostrophes in possessive nouns in their writing and to notice them in their reading.

#### Teacher Note

To provide additional practice with using possessive nouns, consider reteaching this lesson using the following sentences about *A Boy and a Jaguar*:

- *My pet's skin is smooth.*
- *The jaguar's cage looks empty.*
- *My pets' home is in my room.*

## **ASSESSMENTS**

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**Class Assessment Record 8** ■ Personal Narrative ■ Week 3

Ask yourself:	All or most students	About half of the students	Only a few students
<b>Day 2</b>			
▪ Are the students able to type their drafts?			
▪ Will most of the students have finished drafts that they can start revising during the next lesson?			
▪ Do the students have extra or confusing information in their drafts?			
Other observations:			
<b>Day 5</b>			
▪ Are the students able to use possessive nouns in their sentences?			
▪ Do they place an apostrophe or apostrophe-s correctly?			
Other observations:			

(continues)

## Considerations

### DAY 2

- If you notice that many students need more time to finish typing their drafts, make time for them to finish before you teach the Day 3 lesson, because they begin guided revision in that lesson. If you notice that many students have extra or confusing information in their drafts, you might reteach the Unit 2, Week 1, Day 3 lesson to have them revise for extra or confusing information before you teach the Day 3 lesson.

### DAY 5

- Support any students who struggle by working closely with them to guide their writing. Make a note of any students who struggle and plan to focus part of your next writing conference on helping each of them apply this convention in their writing. Alternatively, consider reteaching this lesson to a small group of students using the additional sentences provided in the Teacher Note at the end of the Day 5 lesson.

## Conference Record 4 ■ Personal Narrative

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Ask the student to tell you about the part they are working on now and to read it aloud.

As you listen to the student, ask yourself:	Yes	No	Not evident	Evidence
▪ Does the student's piece describe an interesting personal experience?				
▪ Does the student's writing include extra or confusing information?				
▪ Does the student's writing communicate clearly? If not, what is unclear?				
▪ Is it easy to follow what is happening, when it happens, and to whom?				
Ask the student to tell you about one revision they made. Then ask yourself:				
▪ Does the revision make sense and improve the piece?				

Consider what you noticed as the student read and talked about their personal narrative. Support the student by asking them questions such as:

- Q *What do you want readers to be thinking at this part?*
  
- Q *What could you change or add to your writing to help readers understand what you mean?*
  
- Q *Where might you add sensory details to help readers imagine how something looks, sounds, smells, tastes, or feels?*

(continues)

## Completing the Individual Writing Assessment

Before continuing with the next unit, take this opportunity to assess each student’s writing from this unit. The Individual Writing Assessment is guided by the assumption that each student is growing at their own pace into a strong, capable writer; therefore, this assessment is designed to compare a student’s work to their earlier writing, rather than to the writing of other students.

### PREPARING FOR THE ASSESSMENT

- ✓ Make a class set of “Individual Writing Assessment Record 2” from the Learning Portal or copy it from pages 150–152. Alternatively, you might record summative assessment data using the ClassView Pro assessment app.
- ✓ Collect the students’ writing notebooks, their *Student Writing Handbooks*, any other nonpublished writing, and their published pieces from the unit.
- ✓ Review Parts A and B on “Individual Writing Assessment Record 2” to help you prepare for scoring the students’ work.

### CONDUCTING THE ASSESSMENT

For each student:

1. Part A: Read the student’s notebook, their sentence writing in the *Student Writing Handbook*, and other nonpublished writing from the unit and determine whether *almost all* of the writing, *some* of the writing, or *almost none* of the writing shows evidence of the unit’s instruction. Circle 3, 2, or 1 to indicate your assessment for the writing tasks listed for each week.

Part B: Read the student’s published piece carefully and determine whether the writing meets expectations, partially meets expectations, or does not meet expectations for each descriptor of successful writing. Circle 3, 2, or 1 to indicate your assessment for each descriptor.

2. Determine the Overall Writing score by calculating the average of the Part A and Part B scores.
3. Review “Conference Record 3” and “Conference Record 4” for the student during this unit. Think about the Reflection questions on “Individual Writing Assessment Record 2” and write your responses in the space provided below each question.

## Individual Writing Assessment Record 2 ■ Personal Narrative

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Part A: Nonpublished Writing

Personal Narrative		Almost all of the writing demonstrates instruction	Some of the writing demonstrates instruction	Almost none of the writing demonstrates instruction
<b>Week 1</b>	<b>Quick-Writes:</b> <ul style="list-style-type: none"> <li>▪ Special experiences with a loved one</li> <li>▪ An interesting experience</li> </ul> <b>Notebook writing:</b> 4 days	3	2	1
	<b>Student Writing Handbook pages:</b> <ul style="list-style-type: none"> <li>▪ "Using Pronoun-Noun Agreement"</li> </ul>	3	2	1
<b>Week 2</b>	<b>Quick-Writes:</b> <ul style="list-style-type: none"> <li>▪ Cooking a favorite meal</li> <li>▪ Facing a challenge</li> <li>▪ Something I learned</li> </ul> <b>Notebook writing:</b> 4 days	3	2	1
	<b>Student Writing Handbook pages:</b> <ul style="list-style-type: none"> <li>▪ "Using Regular Verbs"</li> </ul>	3	2	1
<b>Week 3</b>	<b>Student Writing Handbook pages:</b> <ul style="list-style-type: none"> <li>▪ "Using Possessive Nouns"</li> </ul>	3	2	1
<b>(Optional) Extension Activities</b>	<b>Extension activities:</b> <ul style="list-style-type: none"> <li>▪ "Write About the Personal Narrative 'John and the Snake'" (Week 3, Day 4)</li> <li>▪ "Write a Letter About Personal Narrative" (Week 4, Day 5)</li> </ul>	3	2	1
Subtotal				

Nonpublished Writing score (sum of subtotals/number of items scored): \_\_\_\_\_

(continues)

## Individual Writing Assessment Record 2 ■ Personal Narrative *(continued)*

### Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in their final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

**3** = Meets expectations for target (demonstrates understanding and can perform the target with no or minimal assistance)

**2** = Partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)

**1** = Does not meet expectations for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

Descriptors of Successful Writing	Meets expectations	Partially meets expectations	Does not meet expectations
It is clear what this piece is about. <ul style="list-style-type: none"> <li>▪ The piece is about an experience in the writer’s life.</li> </ul>	3	2	1
Writing fully communicates ideas and shows sustained thought. <ul style="list-style-type: none"> <li>▪ Experience or event is fully explained.</li> <li>▪ Sequence of events is evident to the reader.</li> </ul>	3	2	1
One event connects logically to the next. <ul style="list-style-type: none"> <li>▪ Temporal words and phrases that show the order of events or when events happen are used.</li> </ul>	3	2	1
Writing shows individual expression and/or creativity. <ul style="list-style-type: none"> <li>▪ A strong opening engages readers.</li> <li>▪ An ending brings the narrative to a close.</li> </ul>	3	2	1
Writing contains varied and descriptive vocabulary. <ul style="list-style-type: none"> <li>▪ Sensory details help readers imagine how something looks, sounds, smells, feels, or tastes in the story.</li> </ul>	3	2	1
Sentences are fluent when read aloud. <ul style="list-style-type: none"> <li>▪ Every sentence is clear in meaning.</li> </ul>	3	2	1

*(continues)*



**Individual Writing Assessment Record 2** ■ Personal Narrative *(continued)*

Descriptors of Successful Writing	Meets expectations	Partially meets expectations	Does not meet expectations
Writing demonstrates increasing command of grammar, usage, and mechanics. <ul style="list-style-type: none"> <li>▪ Writing uses complete sentences.</li> <li>▪ Sentences are capitalized and have the appropriate end marks.</li> <li>▪ Possessive nouns are used correctly.</li> </ul>	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. <ul style="list-style-type: none"> <li>▪ Words are spelled and used correctly.</li> </ul>	3	2	1
Subtotal			

Published Writing score (sum of subtotals/number of items scored): \_\_\_\_\_

Totals:

Part A: Nonpublished Writing score: \_\_\_\_\_

Part B: Published Writing score: \_\_\_\_\_

Overall Writing score: \_\_\_\_\_ (Part A score + Part B score)/2

**Reflection:**

■ What did you work on with this student during individual writing conferences?

■ What might you focus on during the next unit's instruction?

## Conference Record 4 ■ Personal Narrative *(continued)*

**Q** (Beginning Week 3, Day 4) *Where might you add temporal words or phrases to help readers understand when the events in your story happen?*

**Q** (Beginning Week 4, Day 2) *How might you strengthen the opening to get the reader's attention?*

**Q** (Beginning Week 4, Day 2) *How might you strengthen the ending to bring the story's events to a close?*

Wrap up the conference by asking the student to tell you what in their piece they will work on next.

**Other observations:**

**Next steps:**