

Analyze the Features of a Personal Narrative



Mentor Text

Objectives

In this mini-lesson, students will:

- Identify personal narrative genre features to create a class anchor chart.
- Listen to a personal narrative mentor text and find the features of the genre in the narrative.

Preparation

Materials Needed

- Mentor text: "The Catch" from *My Best Moment*
- Interactive whiteboard resources
- Personal Narrative Features (BLM 1)
- Chart paper and markers

Preparation Tip

This lesson builds on Read Aloud a Mentor Personal Narrative 1. If your students have not had prior experiences reading and discussing personal narratives, teach one or both of those mini-lessons prior to this one.



1. Focus

Explain Genre Features

Say: Every genre has some predictable features, or characteristics. For example, when you read a biography, you expect that the writer will tell you when and where the subject was born. Those are features of a biography. When you read a story, you expect that the writer will introduce you to characters, because characters are a feature of stories. There are also features to a personal narrative, and today we're going to identify and analyze those features.

Build a Class Genre Features Anchor Chart

Say: I want you to think about what you already know about personal narratives. Think of the personal narratives we have read together and that you have read by yourself. Let's build an anchor chart to summarize the features, or characteristics, we would expect to find in any personal narrative.

Display a blank chart like one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. Work with students to record features of personal narratives in the left column. If necessary, use the following prompts to guide students:

- *What do you think a personal narrative would be about?*
- *What kind of information would you find in a personal narrative?*
- *What would you find out about the writer?*
- *Who narrates the events in a personal narrative?*

Personal Narrative Features	Examples from the Text
First person point of view	Narrator is the writer. He uses I throughout.
Focus is on one particular incident in the author's life	This narrative focuses on the league semifinal game.
Includes author's thoughts and feelings	page 17: "We took the field determined." page 18: "I was the most nervous person on the field." page 19: "We bubbled over with excitement."
Includes dialogue	Writer uses dialogue when the umpire makes his calls.
Includes specific details about the time, place, and people involved	Writer describes the stadium, the weather, and the players.
Can be short or long	This narrative is a few pages long.

Sample Personal Narrative Features Anchor Chart (BLM 1)

Read Aloud a Personal Narrative

Before you read, point out the right-hand column on your chart and on students' BLMs. Explain that you are going to read aloud (or reread) a personal narrative and that students should listen carefully to the text to identify examples of the genre features in the narrative. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature in the text. Read aloud (or reread) "The Catch" from *My Best Moment*. Note: You may wish to project the text using the interactive whiteboard resources so that students can follow along.



2. Rehearse

Analyze the Mentor Text

Form small groups of students to complete column 2 of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for the examples they need.

If your class includes English learners or other students who need support, use "Strategies to Support ELs."

Share Ideas

Bring students together and invite volunteers to share the examples they found in the text you read aloud. Record their findings on your anchor chart. Post this anchor chart for students to refer to throughout the unit as they think about the personal narrative features they need to include in their narratives.



3. Independent Writing and Conferring

Say: *As you work on your own personal narratives, keep in mind that most narratives have certain features that readers of this genre expect to see. Refer to our anchor chart to help you remember these features.*

Ask students to choose one feature of personal narratives and to write a paragraph using that feature.



4. Share

Bring students together. Invite volunteers to identify the feature of a narrative they focused on and to read what they wrote.

Strategies to Support ELs

Beginning

Pair beginning ELs with fluent English speakers during the small-group activity. Keep in mind that they will not be able to contribute many ideas orally. You will want to work with them individually to reinforce concepts while other students write independently.

Intermediate

Pair ELs with fluent English speakers during the small-group activity. Write the following simple sentence frames on chart paper and model how students can use them to contribute ideas in the group.

For example:

*In "The Catch" I see _____.
"The Catch" has _____.*

Advanced

Pair ELs with fluent English speakers during the small-group activity.