Unit 2/Week 2 at a Glance

**Day** | **Mini-Lessons**
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**ONE** | • Activate Prior Knowledge About Genres  
• Focus on the Genre: *Personal Narratives*  
• Focus on Genre Features: *Personal Narratives*

**TWO** | • Model Metacognitive Strategies: *Determine Text Importance*  
• Introduce Identify Sequence of Events  
• Focus on Genre Features: *Personal Narratives*

**THREE** | • Determine Text Importance to Identify Sequence of Events

**FOUR** | • Build Comprehension: *Make Inferences*  
• Build Tier Two Vocabulary: *Synonyms*

**FIVE** | • Synthesize and Assess Genre Understanding  
• Make Connections Across Texts
Lesson Objectives

Students will:
- Review the concept of genre and previously studied genres.
- Create a Personal Narrative anchor chart to demonstrate prior knowledge.
- Build academic oral language and vocabulary as they engage in partner and whole-group discussion.

Related Resources
- Genre Workshop Whiteboard CD-ROM
- Personal Narrative Poster 1 (BLM 1)

Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Activate Prior Knowledge About Genres

Write the word genre on chart paper. Ask: Who can tell me what the word genre means? Tell me what you know. Allow responses.

Say: We have discussed biographies. Biography is a genre of literature. Works of literature are grouped into genres because they are all alike in some ways.

Ask: What is something that is the same about all biographies? (All biographies tell facts about a particular person and his or her life.)

Say: Knowing about genres of literature helps us understand what we read. They help us make predictions about the text. They help us know what to look for.

Ask: What are some things we would look for in a biography? (dates, names, important events)
Focus on the Genre: Personal Narratives

Display Genre Workshop Poster 1 and distribute BLM 1.

Say: This week we will focus on the genre of personal narratives. You will read personal narratives in your small reading groups, and you can select other titles from this genre to read independently, too. Let’s spend some time thinking about this genre and create our own Personal Narrative anchor chart to record what we already know about the genre. Later in the week, we can come back to our chart and reflect on how our understanding of the genre has changed and expanded.

Think/Pair/Write/Share. Have students work in pairs for five to seven minutes to answer the questions on BLM 1. Then bring everyone together to share answers.

Support the academic language development of ELLs and struggling readers by providing the following sentence frames to use as they discuss the genre:

A personal narrative is _______.
The purpose of a personal narrative is to _______.
When you read a personal narrative, pay attention to _______.
People who write personal narratives are _______.

Invite each pair to share their ideas about one statement at a time. Work together to consolidate students’ ideas and record them on Poster 1. (See the sample poster annotations provided on page 4.)

Make Content Comprehensible for ELLs

Beginning
Display a collection of personal narratives from your classroom library. Point to one and say: This is a personal narrative. Ask students to say the genre name with you. Show students the picture of the author. Say: This is the author. The author tells about himself (herself).

Intermediate
Display the label Personal Narrative along with a sequence of photos or line drawings of yourself attending an event or performing a simple task. Read the label. Then narrate the sequence shown in the illustrations, using the first-person pronouns I and me. Make sure to include your thoughts and feelings about what you are describing. Use simple language to clarify that a personal narrative tells about an experience from the author’s own life. For example, say: My personal narrative is about ______. I told what I did. I also shared my thoughts and feelings about it.

All Levels
If you have students whose first language is Spanish, share the English/Spanish cognate narrative/la narrativa.

Model the academic sentence frames provided in this guide to help ELLs contribute their ideas to the discussion of personal narratives.
Support Special Needs Learners
Throughout the week, use these strategies to help students who have learning disabilities access the content and focus on genre studies and comprehension strategies.

Support students by projecting the posters onto a whiteboard. Allow students to come to the whiteboard and circle, underline, or highlight features of the genre. Invite them to label what they see on the posters.

Provide opportunities for active involvement. For example, to understand how personal narratives reveal the author’s thoughts and feelings, draw or display a picture of a person under a thought bubble. Prompt students to use details from the text to share what the author is thinking or feeling.

Provide repeated opportunities for students to analyze the features of personal narratives. Find features of personal narratives in text examples from read-alouds and small-group and independent reading. Chart the features on graphic organizers and post them in your classroom as examples.

Find high-interest personal narratives that students can relate to. Use the recommended read-aloud titles provided in the Teacher’s Guide, as well as other examples from your school library.

Focus on Genre Features: Personal Narratives

Point to the “Features of a Personal Narrative” web on the right side of the poster.

Say: As we’ve discussed, every genre has certain consistent features. Considering our discussions so far, and your own experiences with this genre, what do you think are the consistent features of all, or most, personal narratives? Let’s work together to identify them.

Allow students enough time to generate their own ideas, and record the features they identify on the web. Reread the features together. (See the sample annotations provided below.) Only if necessary, prompt students with the following questions:

• Who is a personal narrative about?
• What specific details are included in a personal narrative?
• What does the author describe in a personal narrative?
• Does the author include only a description? What else does the author include?

Connect and transfer. Say: Keep these features in mind as you read personal narratives this week. Understanding the features of the genre will help you read with better comprehension.

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• Does the author include only a description? What else does the author include?

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**Small-Group Reading Instruction** (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to focus on the personal narrative genre or to practice identifying sequence of events. See the list provided on the Small-Group Reading Instructional Planner.

Use the instruction provided in the Teacher’s Guide for each title to introduce the text.

**Individual Student Conferences** (10 MINUTES)

Confer with individual students to discuss their understanding of the genre. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop** (20 MINUTES)

Use the Day 1 instruction provided in Grade 4 Word Study Skill Bag 5.

**Comprehension Quick-Check**

Note which students do or don’t actively participate in the discussion of genre. Ask some questions at the end of the lesson to confirm students’ understanding. For example:

- Can you tell me in your own words what genre is?
- What do you already know about the personal narrative genre?

**Home/School Connection**

Ask students to think of a topic for their own personal narrative. Have them brainstorm a list of memorable events from their past and circle the one they think would be the most appealing to readers.
Lesson Objectives

Students will:
• Determine text importance in a personal narrative.
• Identify sequence of events using a graphic organizer.
• Use academic sentence frames to discuss strategies and features of a personal narrative.

Related Resources
• Genre Workshop Whiteboard CD-ROM
• Personal Narrative Poster 2 (BLM 2)

Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Model Metacognitive Strategies: Determine Text Importance

Display Genre Workshop Poster 2 with the genre annotations concealed. Also distribute copies of BLM 2.

Read aloud the poster passage with students.

Explain: Good readers determine text importance while they read. They distinguish between important and unimportant information so they can focus on the main ideas and sequence of events. Let me show you how I determine text importance in this personal narrative.

Think aloud: The title of this personal narrative is “The Cave,” so I know the incident must involve a cave. As I read, I focus on the important features of a personal narrative. I look for facts about the time, place, and people involved. I can determine that two people, the author and Julio, are lost in a dark cave after chasing a rabbit. Descriptive words tell me the author is scared and worried but trying to stay calm. I keep reading to find out that their dog, King, rescues them.

Ask students to suggest other ways to determine text importance, such as looking for signal words, font features, and picture clues. Write their suggestions on chart paper and reread them together. Encourage ELLs to use the sentence frame: I look for ______.
Introduce Identify Sequence of Events

**Explain:** Every personal narrative that you read has a sequence of events. Identifying and following this sequence can help you determine what is important in the passage and better understand what is happening from beginning to end.

Reread “The Cave.” Ask students to identify the sequence of events, telling in their own words what happened first, next, and last. Prompt them to focus on the important parts of the plot rather than descriptive details. Provide the following academic sentence frames to support ELLs and struggling students:

- *First,* the author and Julio ________.
- *Next,* they ________.
- *Then,* they ________.
- *Last,* they ________.

On a graphic organizer like the one shown below, record the sequence of events that students identify.

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**Make Content Comprehensible for ELLs**

**Beginning**
Point to and say the names of the characters in the passage, and identify important parts of the setting. Use gestures to help explain key words such as *chased, lost, see,* *heard,* and *barking.* Have students repeat after you.

**Intermediate and Advanced**
Model the academic sentence frames provided in this guide to help ELLs contribute their ideas to the discussion of personal narratives.

**All Levels**
Invite students to role-play what happened to the author and Julio in the cave. Display pictures of caves to help students better understand the setting. List key descriptive words and phrases to help students focus on the important parts of the story.

If you have students whose first language is Spanish, share the English/Spanish cognate *cave/la cueva.*

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**Sample Identify Sequence of Events Annotations**
(Note: Your class graphic organizer may differ.)

- **First**
  - The author and Julio chase a rabbit into a dark cave.

- **Next**
  - The author and Julio get lost in the cave and can’t find their way out.

- **Then**
  - The author hears barking.

- **Last**
  - Their dog, King, finds the author and Julio in the cave.
Focus on Genre Features: Personal Narratives

Ask students to name some features of a personal narrative that you discussed yesterday.

**Say:** Now let’s reexamine “The Cave” and look for features of a personal narrative. What do you notice?

Work with students to identify the following genre features embedded in this passage:
- a focus on one incident: being lost in a cave
- specific details about the cave, the people involved, and the dog that comes to the rescue
- dialogue
- the author’s own thoughts and feelings about being lost and found

Reveal the poster annotations so that students can confirm or revise their ideas. Reread them as a group.

**Connect and transfer.** **Say:** As you read a personal narrative today in your small groups, look for these features. The features of the personal narrative will help you identify important text. As you read, remember to look for clues that will help you understand the sequence of events.

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**Small-Group Reading Instruction** (60 MINUTES)

Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

**Individual Student Conferences** (10 MINUTES)

Confer with individual students to discuss their understanding of genre and comprehension strategies. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop** (20 MINUTES)

Use the Day 2 instruction provided in Grade 4 Word Study Skill Bag 5.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Determine Text Importance to Identify Sequence of Events

Display Genre Workshop Poster 3 and distribute BLM 3.

Read aloud the personal narrative with students. Say: We are going to identify the sequence of events of this passage together. To do that, we have to decide what information is most important for understanding the story sequence. The title tells us that the incident takes place at a monster truck rally. Now let’s determine what happened first. Start with the first paragraph. Which sentence tells us the most important fact for the story sequence? What is the first thing that happened? How do you know? (Grandpa bought tickets for himself and the author to see the monster truck rally. The phrase “a month in advance” indicates that this event happened first.)

Say: Now let’s continue with the next paragraph. What happened next at the rally? Ask students to summarize in their own words what happened next. Then continue with the remaining paragraphs. If students are unable to identify the sequence of events, provide these prompts:

- What is the author describing in the second paragraph?
- What happens after the Pulverizer arrives?
- What is the last thing that happens in this narrative?

Say: When we identify the sequence of events, we can better understand the important parts of the personal narrative. Let’s write the sequence of events for this passage on a graphic organizer. Then we can use that information to summarize the important parts.

Work with students to summarize the sequence of events of the personal narrative. Reinforce that the features of a personal narrative can help them decide which parts of the text are important for understanding the story sequence. Record the story sequence on a graphic organizer like the one shown on page 10.
Make Content Comprehensible for ELLs

Beginning and Intermediate
Display labeled pictures to clarify the meaning of challenging words and phrases, such as monster truck, coliseum, cab, smashed. Name each image as you point to it. You might also use toy trucks and figures to role-play the narrative.

All Levels
If you have students whose first language is Spanish, share these English/Spanish cognates from the text as needed: monster/el monstruo; immense/inmenso; battle/la batalla.

Comprehension Quick-Check
Note whether students can identify the important text to include in the sequence of events for the personal narrative. Say: In a personal narrative, look for facts that tell what the author is doing or experiencing step by step. Ask students to help you underline the important facts on Poster 3 using a write-on/wipe-off marker. Then draw a flow chart on chart paper. Help students identify language that signals the sequence of events, and fill in the flow chart together.

Home/School Connection
Have students take home the Sequence of Events graphic organizer (BLM 4) and write the sequence of events for one memorable event in their life. Students can refer to the list they generated as homework on Day 1.

Connect and transfer. Say: As you continue to read personal narratives this week, focus on the important parts of the text to help you follow the sequence of events.

First
Grandpa buys tickets to the monster truck rally.

Next
They go to the coliseum to watch the rally.

Then
The author sees his favorite truck, the Pulverizer, enter the coliseum.

After That
The author sees Big Red enter the coliseum.

Last
The author waits for the battle of the trucks to begin.

Sample Sequence of Events Annotations

Small-Group Reading Instruction (60 MINUTES)
Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)
Confer with individual students to discuss their understanding of genre and comprehension strategies. Use the Reading Conference Note-Taking Form to help guide your conference.

Word Study Workshop (20 MINUTES)
Use the Day 3 instruction provided in Grade 4 Word Study Skill Bag 5.
Day Four

**Read-Aloud** (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Determine Text Importance.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

**Mini-Lessons** (20 MINUTES)

**Build Comprehension: Make Inferences**

**Say:** When you read a personal narrative, you learn what the author is thinking, feeling, and doing during a particular incident. From that information, you can make inferences about the author’s character. This means you can figure out what the author is like by using clues in the text. Let’s focus on making inferences about the author of “Monster Truck Rally” based on clues provided in the text.

Reread Poster 3 with students.

**Say:** We are going to make an inference chart. We will list clues from the passage that will help us make inferences about the author’s character. What kinds of information do you think we should look for in the passage? Allow responses. Prompt students to suggest looking for clues based on the author’s thoughts, feelings, and actions.

Engage students in a discussion to ensure that they understand that they must pay attention to visual and text descriptions of the author’s thoughts, feelings, and actions so they can make inferences about his or her character and personality traits.

**Lesson Objectives**

**Students will:**
- Make inferences.
- Extend Tier Two Vocabulary by focusing on synonyms.
- Build oral language and vocabulary through whole-group and partner discussion.

**Related Resources**
- Genre Workshop Whiteboard CD-ROM
- Personal Narrative Poster 3 (BLM 3)
On chart paper, draw a graphic organizer like the one shown below.

**Think/Pair/Write/Share.** Tell students they will complete this chart. **Say:** Work with a partner to find clues in the text to make inferences about the author. Look for clues in the passage that describe the author’s thoughts, feelings, and actions. Make a chart like the one I just drew, and fill in your ideas. Then we will share them as a group.

As partners share text clues and inferences, add them to the chart.

**Connect and transfer.** **Say:** Remember, when you read a personal narrative, you should make inferences about the person you are reading about. Look for clues that will help you understand that person’s thoughts, feelings, and actions.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• worth the wait</td>
<td>• favorite truck is Pulverizer</td>
<td>• watches trucks</td>
</tr>
<tr>
<td></td>
<td>• Big Red not so boring</td>
<td>• enjoys watching trucks</td>
<td>• munches on hot dog</td>
</tr>
<tr>
<td></td>
<td>• wasn’t sure Pulverizer would win</td>
<td>• surprise Big Red blows real fire</td>
<td>• waits for battle to begin</td>
</tr>
<tr>
<td>Inferences</td>
<td>• The author is excited about the monster truck rally.</td>
<td>• The author wants the Pulverizer to win against Big Red.</td>
<td>• The author is anxious for the battle to begin.</td>
</tr>
</tbody>
</table>
**Build Tier Two Vocabulary: Synonyms**

On chart paper, write the words **big, small, immense**.

**Say:** Two of these words are synonyms. They have the same meaning. Which two words mean the same thing? Circle **big** and **immense**.

**Explain:** The words **big** and **immense** are synonyms. They have the same meaning. We use synonyms to add variety to sentences and make them more interesting to read.

**Turn and talk.** Ask students to turn and talk with their neighbor for a moment to come up with a list of other synonyms for **big**.

Have students share their synonyms, and record their suggestions on chart paper. Model how synonyms can be used in place of the words **immense** and **big** in “Monster Truck Rally.” For example, **say:** The wheels were as **huge** as my house.

Point out that some synonyms, such as **big** and **huge**, may differ slightly in meaning/degree, but they are often used interchangeably for word variety when writing descriptive sentences. Synonyms may also help readers understand the meaning of unfamiliar words.

**Connect and transfer.** Invite students to use and substitute synonyms in sentences of their own.

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**Small-Group Reading Instruction (60 MINUTES)**

Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

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**Individual Student Conferences (10 MINUTES)**

Confer with individual students to discuss their developing understanding of genre and word-solving strategies. Use the Reading Conference Note-Taking Form to help guide your conference.

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**Word Study Workshop (20 MINUTES)**

Use the Day 4 instruction provided in Grade 4 Word Study Skill Bag 5.

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**Oral Language Extension**

During independent workstation time, ask pairs of students to share the sequence of events of their memorable event, referring to the charts they completed as homework on Day 3.

**Home/School Connection**

Have students take home BLM 3 and read it with a family member to practice fluent reading. Encourage them to point out the synonyms and share inferences about the author. Tell students to have their family members sign the page to indicate they participated in the reading.
Day Five

Lesson Objectives

Students will:
- Identify the sequence of events in personal narratives.
- Review features of the personal narrative genre.
- Make text-to-text connections.
- Build academic oral language and vocabulary through small-group and whole-group discussions.

Related Resources
- Genre Workshop Whiteboard CD-ROM
- Personal Narrative Poster 2 (BLM 2)
- Personal Narrative Poster 3 (BLM 3)
- Personal Narrative Poster 4 (BLM 5)

Read-Aloud (10 MINUTES)

Revisit the week’s read-alouds to make text-to-text connections and provide opportunities for reader response. Use the suggested activities in the Benchmark Literacy Overview, or implement ideas of your own.

Mini-Lessons (20 MINUTES)

Synthesize and Assess Genre Understanding

Synthesize genre understanding. Ask students to work in teams to evaluate the personal narrative models on Posters 2 and 3 using their knowledge of the genre. Distribute a copy of each model (BLMs 2 and 3) to groups. Give each group five to seven minutes in which to underline (or highlight) and annotate each narrative with callouts that show where the author has included specific genre features. Based on their analysis, groups should be prepared to evaluate whether each passage uses the genre features effectively, and why they think so.

Tell students that each group member should contribute an idea to the discussion. Each group should select one member as the recorder and another as the spokesperson.

Have each group’s spokesperson share his or her group’s ideas. Discuss students’ literary analysis and evaluations. Encourage teams with conflicting evaluations to participate in a lively, but respectful, debate about the merits of each genre model. Remind students that they must support their positions with examples and references to the texts.

Self-assessment. Display the class Personal Narrative anchor chart from Day 1. Ask each group to compare their group’s ideas to the information they recorded on the anchor chart on Day 1.

Ask: How has your understanding of the personal narrative genre developed? What do you know now that you didn’t know before? Encourage individual students to share their personal insights.

Connect and transfer. Ask: How can you use your new understanding of this genre the next time you read a personal narrative? How do you think you can use your genre knowledge as a writer?
Make Connections Across Texts

Display Personal Narrative Poster 4 and distribute a copy of BLM 5 to each group.

**Say:** *Let’s make a chart to help us compare and contrast these two genre models.*

Ask each group to use their annotated poster BLMs to fill in the graphic organizer on BLM 5.

Give students about five minutes to record their ideas. Then bring the groups together. Ask students for their ideas, and fill in Poster 4 as a whole group.

Challenge students to express their own opinions about the narratives:
- *Which personal narrative was more interesting? Why?*
- *Which author would you most like to meet?*
- *Which author did you identify with more, and why?*

**Connect and transfer. Say:** *When you compare and contrast two personal narratives, think about how each one reflects the features of the genre. How did the author give you a clear picture of the incident? How did the author help you understand why the incident was significant in his or her life? How did the author explain the sequence of events?*

**Small-Group Reading Instruction (60 MINUTES)**

Continue small-group reading instruction from the previous day. Use the instruction provided in the Teacher’s Guide for each text.

**Individual Student Conferences (10 MINUTES)**

Ask students to reflect on what they have learned about the personal narrative genre. Use the Reading Conference Note-Taking Form to help guide your conference.

**Word Study Workshop (20 MINUTES)**

Use the Day 5 instruction provided in Grade 4 Word Study Skill Bag 5.