

Personal Narrative (Unit 1 Lesson 1) Brainstorming Ideas

Minilesson Teaching Point: Brainstorming list of personal narrative ideas

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Chart paper
- Chart markers
- Teacher’s mental list of ideas for own personal narratives
- List paper, writing notebook, and/or journals

Connection:

“We know that good writers pull stories from their own life experiences. You have been doing this since the beginning of kindergarten. As writers we are going to be focusing on writing important experiences from our own lives.”

Teach (modeling):

*“Personal narrative is the fancy name for writing about your life. It might be a small everyday happening or a large life **event**. Here are some events, or experiences, from my own life that I would like to write about.”*

Teacher shares and writes a list of four to six ideas from own life.

Ex: Learning to ride my bike. Breaking my arm. Getting stitches in my chin. My cat Bailey. The morning my alarm didn’t go off.

Active Engagement (guided practice):

“Writers close your eyes and think about your own life. Think about some events, or experiences, that you would like to share. Remember it might be something that happened just this week or a long time ago. It might be something scary that happened to you. Maybe it was a time when you got lost in a store. It might be something funny that happened. Maybe your dog chewed your slipper or you came to school with your shirt on backwards and inside out. In your private voice, tell yourself the list of events that have happened to you and why they are memorable. Turn and talk with your neighbor about your ideas.”

Have a few students share personal narrative ideas with the whole class.

ELD: “Something_____happened to me.”

“(One day/last _____/ when I _____/ a _____ago/ this _____) I was_____.”

Adaptation: use visual aids with pictures that show different emotions/feelings (i.e., happy, silly, scared, angry, etc.)

Bridge to Independent Practice:

“Good writers write down lists of their ideas so that they will remember them. Today when you return to your seat write a list of your ideas. When you finish writing your list, select one of your ideas to write about.”

Writers return to own seats and write their list of ideas. This may be done on teacher chosen paper, in a writing notebook, or journal.

Closure:

Writers star one or two of their favorite ideas they are excited about. Students share their starred idea in table groups or with whole class.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Portland Public Schools

Personal Narrative (Unit 1 Lesson 2) Visually and Orally Planning

Minilesson Teaching Point: Visually and orally planning your personal narrative

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Chart paper with list of personal narrative ideas
- Student list of their personal narrative ideas
- Paper choice

Connection:

*“Yesterday we made a list of **personal narrative ideas**, experiences from our own lives. Today we are going to choose one idea to orally share and then write. As a writer I look at my list and think about which experience is of most interest to me and would be of interest to my reader. I would like to tell you more about the time I broke my arm.”*

Teach (modeling):

“As a writer I can think about my idea as a movie in my mind to get me ready to write. What happened at the beginning, middle, and end? What are the details?”

The teacher first models with closed eyes recalling ideas as a movie. Next the teacher tells their own narrative out loud being sure to verbalize thinking:

(Setting) “One time when I was 8 years old I was playing in a friend’s backyard. (First) We had been taking turns climbing the slide on the swing set to reach a rope hanging from a tree. We would swing on the rope from the slide and back again. (Next) One time I jumped for the rope and my neighbor jumped at the same time. This caused me to let go of the rope too soon and I fell 20 feet to the ground. (Last) When I got up, my hand was hanging limp from my wrist. My mom came and got me and I had to go to the hospital where I spent the night.

“Now that the event is fresh in my mind I am ready to write.”

Active Engagement (guided practice):

*“Writers I want you to return to your seats and take out your list of **personal narrative ideas** from your own lives. Take a minute to reread your list and choose one experience. You are welcome to add a new idea if you have one.”* Give students 2-5 minutes to make choices.

“Now close your eyes and let the movie of your experience play in your head.”

Teacher talks out loud the thinking process again.

“We are now going to tell our experience to our neighbor. Be sure to be an active listener as well.”

ELD: *“I am going to tell you about the time_____.”*

Teacher moves around the room checking with groups.

(Some teachers may prefer for students to bring their list to the carpet and complete the guided practice there.)

Bridge to Independent Practice:

“Writers, as soon as you have each told your experience, you may begin writing. You may go back to the piece you started yesterday or start writing the idea you just shared with your neighbor.”

Closure: Teacher choice: partner share or pop up share subject, favorite line, or a few lines.

Reflection:

Resources & References: (adapted from, acknowledgments)

Portland Public Schools

Personal Narrative (Unit 1 – Lesson 3) Elements of a Personal Narrative

Minilesson Teaching Point: elements of a personal narrative

NOTE: The lessons on Elements of a Personal Narrative could be taught sporadically throughout unit depending on students' needs.

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Materials:

- Enlarged copy (or copy to put on overhead or ELMO) of Personal Narrative Elements chart including space for: Characters (Who?), Setting (Where?), Events (Details), Personal Reaction (Why it's memorable/how you felt).
- Chart markers
- Student writing sample, teacher created personal narrative, or familiar (SHORT) read-aloud such as Journeys anthology selection

Connection:

*“Writers, as we have listened to each other share our personal narratives we know they are about different **topics** (things), but today we are going to look at how they each have similar **elements** (parts).”*

Teach (modeling):

*“Here is a chart with the important **elements** of a personal narrative. Good personal narratives have **characters** (who), **setting** (where/when), **events** (details about what happened), and a **personal reaction** (tells how you felt or why this experience is important to you). I am going to read you a personal narrative and I want you to think about the **characters, setting, events** and **personal reaction** as you listen.”* Share chosen narrative from above.

Active Engagement (guided practice):

*“Turn and talk to your neighbor about the different **elements** of the narrative...who were the characters, where did the events take place, what events happened and why was it important or how you felt.”* Allow students to share with one another for a minute or two. Ask for volunteers to share out and teacher writes answers under correct headings on chart pad.

ELD: *“The main characters were _____.”*

“The events took place _____.”

“The events were _____.”

“I felt _____.” OR

“It was important because _____.”

Bridge to Independent Practice:

*“As you are doing your independent writing I will be looking for students who have included the **elements** of a **personal narrative**.”*

Closure:

Teacher selects 1-2 students to share. Then the class identifies the **elements**.

“Writers, as _____ reads her/his piece, listen for the elements.”

“Turn and talk to your partner about the different elements _____ used.”

As students share the different elements, the teacher points to those elements on the chart.

Reflection:

Resources & References: (adapted from, acknowledgments)

Portland Public Schools

Name: _____

Personal Narrative Elements

Characters:

Setting:

Event 1

Event 2

Event 3

Personal Reaction (why the events are memorable, how I felt)

Personal Narrative (Unit 1 Lesson 4) Using a Personal Narrative Elements Chart to Plan

Minilesson Teaching Point: Using a personal narrative elements chart to plan

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Materials:

- Overhead/enlarged sheet of **personal narrative elements** chart
- Individual copies of **personal narrative elements** chart
- Teacher’s own pre-thought out narrative or use narrative provided in lesson below

Connection:

“As I was at home last night I was thinking about a personal narrative (a true experience from my life) I want to write about and I thought about the chart we used during Writing Workshop. I realized this chart could help me plan out my writing.”

Teach (modeling):

*“I realized how important these **elements** are and how using the chart can help me **organize** (plan) my writing.”* Teacher uses an overhead/enlarged sheet of the chart and verbally models and writes what to put in each section. Example: *“I was thinking about a true experience that happened with my cat, Spencer. So under ‘**character**’ I will write ‘Spencer’ and ‘me.’*

*We were in my bedroom in the middle of the night. (I will put ‘bedroom’ and ‘night’ under **setting**.) I was dreaming about swimming when suddenly I woke up. (So under ‘**events**’ I will write ‘dreaming and woke up.’) My cat, Spencer, was licking my face. No wonder I felt wet! I hugged Spencer close and fell back to sleep. (I’ll add ‘Spencer licks me’ and ‘I hugged Spencer’ under ‘**events**.’) I was so happy to have a friend like Spencer. (Under ‘**personal reaction**’ I’ll write ‘happy to have a friend’).*

Active Engagement (guided practice):

*“Now close your eyes and think of a true experience that has happened to you. Tell yourself in your private voice the elements...**characters, setting, events and personal reaction**.”* Option: you may choose to have your students turn and talk.

Bridge to Independent Practice:

*“Writers, now take your own copy of the **personal narrative elements** chart and fill it in with the experience you just thought of. This is something that you can use today in your writing and each time you plan a new personal narrative.”* From now on, have personal narrative elements charts available for student use. *“After you have filled in the chart, you may use it to begin a new piece or put it in your folder to use at a later time.”*

Closure:

At the end of Writing Workshop have students pull out their **personal narrative elements** chart and share with their neighbor.

Reflection:

Resources & References: (adapted from, acknowledgments)

Portland Public Schools

Personal Narrative (Unit 1 Lesson 5) Using a Personal Narrative Elements Chart to Write

Minilesson Teaching Point: Modeling how to use a personal narrative elements chart to write a personal narrative

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Materials:

- Teacher’s completed Personal Narrative Elements chart
- Enlarged booklet or chart pad, markers
- Teacher-created narrative or provided example
- Booklets or other paper choice available to students

Connection:

“Yesterday I showed you how I would use the Personal Narrative Elements chart to plan out my piece about my cat, Spencer.”

Teach (modeling):

“Today I will revisit the chart and I will show you how I use it to write my narrative. I want you to watch closely the steps I take as I write my narrative.

*“Spencer and I are the **main characters**. The **setting** is my bedroom at night and I am asleep in my bed. The **events** are ‘dreaming I was swimming, waking up because Spencer is licking me, and hugging Spencer while I fall back to sleep.’ The **personal reaction** is ‘I am happy to have a friend like Spencer.’*

*“I reviewed the information on the **personal narrative elements** chart and now I am ready to write.*

Teacher touches first page, if using booklet, or first line of chart paper. *“On my first page I will write, ‘I was dreaming about swimming when suddenly I woke up.’ On the next page I’ll write, ‘My cat, Spencer, was licking my face. No wonder I felt wet! On the third page I’ll write, ‘I hugged Spencer close and fell back to sleep.’ The last page is for my **personal reaction** so I’ll write ‘I was so happy to have a friend like Spencer.’”* [NOTE: this is NOT a lesson about sounding out words with students. The teacher writes quickly.]

“I am finished with my writing. Now I am going to reread my writing to make sure it makes sense.” [Teacher rereads writing as if reading it to her/himself].

Active Engagement (guided practice):

“Writers, close your eyes and make a picture in your mind of what I did first, second, third, fourth, and so on. Turn and talk to your neighbor (partner) about each step.”

[Teacher listens in on conversations and repeats what she/he heard. If steps are left out, teacher prompts students to re-visualize.]

- Steps:
1. Teacher reviewed chart and what she/he wrote day prior.
 2. Teacher touches first page, says what she/he'll write.
 3. Teacher writes on first page.
 4. Teacher touches 2nd page, says what she/he'll write.
 5. Teacher writes on 2nd page.

Continues to the end. Last step – teacher rereads writing to self.

Bridge to Independent Practice:

*“Writers, as you go back to your seats and start writing, take out your **personal narrative elements** charts and use it to help you plan your **personal narrative**. Think about the steps that I took as a writer. As you are writing today, I will be looking to see how you use your **personal narrative elements** chart to help you write your own personal narrative..*

Closure:

Teacher shares one or two students' writing who attempt to use the chart to plan their narrative. As an option, if a student has difficulty using the chart, the class could orally plan out, as a group, the student's narrative across pages of a booklet.

Reflection:

Resources & References: (adapted from, acknowledgments)

Small Moments: Personal Narrative Writing, Lucy Calkins and Abby Oxenhorn
Portland Public Schools

Personal Narrative (Unit 1 Lesson 6) Staying on Topic

Minilesson Teaching Point: Staying on topic
Standard(s): W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Materials: <ul style="list-style-type: none">• Student writing sample or teacher provided sample (see sample on next page)• Overhead/Elmo
Connection: <i>“As I was reading through some of your narratives, I noticed that some of you began writing about one thing and then suddenly started writing about something new. I know that sometimes it is hard to stay focused – stay on topic – in your writing.”</i>
Teach (modeling): <i>“Today we are going to look at a personal narrative one of my former students wrote. In this piece, you will hear phrases/sentences where the author wandered off topic and started to write about something that had nothing to do with what the writing is about.”</i> Teacher reads aloud: <i>‘One sunny weekend morning Checko and I got our go-carts out of the garage and we got on our go-carts and we zipped onto the street. We skidded and we made black marks on the street. Then we went to the zoo. We had peanut butter and jelly sandwiches and bananas with chocolate.’</i> <i>“Turn and share with your neighbor what you think this piece is mostly about (go-carts) and any phrases or sentences you heard that did not go with the topic.”</i> Teacher puts transparency of the piece on overhead/Elmo, and then asks for volunteers to share. Teacher crosses out shared phrases/sentences. <i>“Writers, sometimes when we write, we put words and sentences into our writing that do not make it better. Sometimes those words and sentences make our writing unfocused. When that happens, we cross out those words and sentences. Now let’s reread, leaving out the crossed out parts and see if it makes more sense.”</i>
Active Engagement (guided practice): <i>“Look through your writing folder for a narrative. Take turns with your writing partner to reread each other’s pieces, listening to determine whether the author stayed on topic. Gently share with one another phrases/sentences you heard where your partner might have gotten off topic.”</i> Teacher circulates around the room, giving assistance as needed.
Bridge to Independent Practice: <i>“Today during writing workshop you might choose to go back into a narrative you have already written and take something away that doesn’t add to your writing, that doesn’t help you stay on topic. If it doesn’t stay on topic, cross it out.”</i>

Closure:

Give students an opportunity to tell how they changed their writing to stay on topic.

Reflection:**Resources and References:**

Ralph Fletcher. Craft Lessons: Teaching Writing K-8

Portland Public Schools

Personal Narrative

One sunny weekend morning Checko and I got our go-carts out of the garage and we got on our go-carts and we zipped onto the street. We skidded and we made black marks on the street. Then we went to the zoo. We had peanut butter and jelly sandwiches and bananas with chocolate.

Personal Narrative (Unit 1 Lesson 7) Focusing on the Most Important Part – “Zooming In”

Shared Writing Teaching Point: Students will learn how to **focus** their writing by **zooming in** on the most important part by adding/deleting details.

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Prewritten version of teacher’s narrative in a list-like format
- Chart paper and markers

Connection:

*“Writers, often we write about our lives and tell about all the events that happened in a day. Today we are going to learn how to **focus** or **zoom in** on the most important events. It is like a photographer who takes a picture of a tree from far away and then uses the zoom on his camera to focus in on the bird in the bird nest on the tree’s branch.”*

Teach (modeling):

“Yesterday I wrote about going to the beach because it was a really fun day for me.” Teacher puts up prewritten version (which looks more like a list of the day spent at the beach) and reads to the class.

“I walked in the sand. I saw seagulls. I threw stones. Then I built a sand castle and ate lunch. I found shells. Then I played in the water.”

*As I read to you, I noticed that it sounded a lot like a list of my day rather than a narrative. As a writer I need to ask myself, ‘What is the most important part?’ So I am going to **zoom in** on one event that happened at the beach. I think the part I remember best is finding a special shell. So instead of the whole day, I will focus on finding the shell.”*

Write the new version on the chart paper reading aloud as you write.

“While I was walking on the beach I was looking for shells. I stepped into the soft sand and felt something hard under my foot. I moved my foot and saw a pink and white striped shell on the sand. I picked it up and felt the ridges on the outside of the shell. I put the shell up to my ear and I listened to the ocean. I put the shell in my pocket to add to my shell collection at home.”

Active Engagement (guided practice):

*“Open your writing folders and reread your most recent narrative, asking yourself if it sounds like a **list** or if you have **focused** on the most important or memorable part. With your partner, share the most important part of your narrative.”*

Bridge to Independent Practice:

*“Today during writing you might want to revise your recent narrative, adding details to **focus/zoom in** on the most important part.”*

Closure:

Students can share how they revised their narrative to be more focused.

Reflection:

Resources & References: (adapted from, acknowledgments)

Lucy Calkins and Abby Oxenhorn: Small Moments: Personal Narrative Writing.
Portland Public Schools

Personal Narrative (Unit 1 Lesson 8) Introduction to Revision

Minilesson Teaching Point: Learning the basics of revision.

Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Shared whole-class writing experience written simply
- Markers
- Students' writing folders with a photocopied personal narrative (or let students self-select a piece they feel passionate about right now)
- Blue revision pens

Connection:

“Writers, we have discovered that when we reread our writing, we sometimes want to make changes, or **revise**. Today we are going to review some of the ways published authors **revise** their writing.

Teach (modeling):

*“When writers say, ‘I like my writing but how can I make this piece even more closely match my ideas and feelings?’ it is time to **revise**. Some people think revising is what you do to fix a piece of writing that isn’t ‘good enough.’ Actually, we revise a piece of writing precisely because it is ‘good enough.’ Good writing deserves to be revised and shared. It is our job as writers to make our message match our ideas and feelings as close as possible so the reader gets our message clearly. I’m going to show you how I **revise**. First I reread my writing and I ask myself, ‘Who will be reading my personal narrative? Is it going to be part of our class anthology or our school newsletter or part of our school library? What can I add or change to make it help the reader understand and visualize even more clearly?’”* Teacher reads the narrative to the students:

‘One morning our class went ice-skating.

When we got to the rink we put on our skates.

We walked up the stairs to the ice.

We grabbed the side wall and stepped on the ice.’

*“Okay, how can I make my writing even better? I have my blue **revision** pen in my hand to help me. I could add **at Ice Land** at the beginning so people will know where we went ice- skating. When we add more **details** we help our readers get a better picture in their minds of what happened. When I **revise** I always ask myself, ‘What can I add?’”*

Active Engagement (guided practice):

“Writers, close your eyes and make a movie in your mind of when we went ice-skating. Turn and talk with your partner about what else we could add. What do you think would make our story even better?” (Teacher rereads class story). Students talk to their partners and teacher notes some ideas.

"I heard _____ say, 'We wobbled and we wiggled.' I heard _____ say, 'We fell down!' I'm going to add these details. (Teacher adds ideas and rereads narrative to the class).

"Writers, let's read the first few steps together as we think back on what we have done so far.

- We reread and ask questions.
- We make a plan to answer questions.
- We reread and make a movie in our minds.
- We add details to our writing.

Bridge to Independent Practice:

"I have photocopied one of your writing pieces and placed it in your cleaned out writing folder (or placed in a new folder labeled "Revision"). Also, you will notice that there are special blue revision pens in your table baskets. Writers, take out the photocopied writing piece that is in your folder. Practice the steps we just reviewed. Reread your piece and ask questions; make a plan to answer your questions; reread again making a movie in your mind of what happened and ask yourself, 'What can I add? How can I **revise** my writing to make it even better? When you have figured out where you can **revise** your writing, go ahead and get started. Remember, you can use our new blue **revision** pens to help you clearly see what you add on."

Closure:

"Writers, I'm going to read you part of _____'s writing piece. I'm going to read it without the blue parts first. (Teacher reads one student's writing or part of it). Now I'm going to read it with the blue revised parts. (Teacher reads piece again with revisions). Did you hear all of the great **details** _____ added? Writers, I want you to do the same thing that you just saw me do. Read your piece without the revised blue parts and then with the new revised parts."

Reflection:

Resources & References: (adapted from, acknowledgments)

Craft of Revision (Units of Study for Primary Writing), Lucy Calkins

Second Grade Writers, Stephanie Parsons

Portland Public Schools

Personal Narrative (Unit 1 Lesson 9) Adding Details

Minilesson Teaching Point: Adding details

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Owl Moon by Jane Yolen or other mentor text with strong examples of detail (most effective for this lesson when previously read and concept of “details” pre-taught through Read Aloud)
- Paper choice (booklets, journals, blank paper, writing paper)
- Chart paper and markers, optional

ELL/SpED adaptations: May want to use a more simplified text as an example OR use Owl Moon and have students act out p.18 prior to the lesson.

Connection:

*“We have been writing **personal narratives** (stories from our own lives). Today we are going to look at how we can make our writing more interesting to the reader by adding details that describe the sights, sounds, smells, tastes, textures and emotions.”*

Teach (modeling):

*“I read Owl Moon to you a few days ago. In the book, Pa and the little girl are searching for an owl. Remember the part where they finally heard the owl? (Read page 18 aloud.) The author, Jane Yolen, could have said, ‘Pa called out and an owl answered back’ (in boring voice) but instead she paints us a beautiful picture of the sights and sounds that occurred in that moment. As I reread this page, listen carefully for the **details**, special words and phrases (groups of words) she uses, to help us create pictures in our minds. Notice words that pop out in your mind.”*

NOTE: If you are using an alternative book, choose a page and specific examples and proceed as described in this example.

Active Engagement (guided practice):

“Think about the words Jane Yolen used to paint a detailed picture of this brief moment.” (Give think time.) *“Turn and talk with your neighbor about one **detail** you heard/noticed.”* If students are unable to elicit ideas, teacher can provide prompts and examples.

ELD: *“When the author used _____, I saw _____ in my mind.”*

Ask for volunteers to share out. Teacher repeats the students’ responses and charts them on paper.

Bridge to Independent Practice:

“Writers, today I would like you to choose a piece you have already written and find a place in your piece where you can add more details the way Jane Yolen did in Owl Moon.” Some students may choose a piece they are currently working on or start a new piece. *“I will be*

looking for writers who have tried this strategy today to share at the end of our Writing Workshop.”

*“Today before you start writing, reread the piece you are working on. Look for places where you could add **details** (interesting words or phrases). I will be looking for writers who use details in their writing to create a picture in the mind of their readers.”*

Closure:

Teacher chooses 2-3 students who have used details in their writing to share.

Extension: Make an “Interesting Details” chart where students can post their own writing details or those that they hear during read alouds.

Reflection:

Resources & References: (adapted from, acknowledgments)

Interactive Read Alouds for Grades 2-3 by Linda Hoyt

Portland Public Schools

Personal Narrative (Unit 1 Lesson 10) Using Capitals for Proper Nouns

Shared Writing Teaching Point: Capitalizing proper nouns

Standard(s):

L.2.2.a. Capitalize holidays, product names, and geographic names.

Materials:

- Mentor texts that show capitalization of holidays, geographical names, and product names
- Premade “More Proper Nouns” anchor chart
- Chart paper and pens
- Sticky notes for student use

Connection:

“Writers, as I was reading through your work, I noticed that some writers are writing about special holidays, places and things.”

Teach (modeling):

*“Since the first day of school we have been talking about using **capital letters** at the beginning of our sentences, always using an uppercase ‘I,’ and using a capital letter for people’s names. Today we are going to look at a chart that reminds us to use a capital letter at the beginning of any proper noun. A proper noun names a **specific** person, place, or thing and today we will focus on holidays, geographical names, and product names.”* Point out examples on the chart.

*“It is important to remember that a **proper noun** refers to a **specific** person, place or thing. For example, when we write ‘I went to the beach,’ we do not use a capital letter for the word beach because there are beaches in many places in the world. If we write, ‘I went to Seaside Heights,’ we use a capital letter because Seaside Heights is a specific town in New Jersey.”*

Show examples from mentor texts.

Active Engagement (guided practice):

“Turn and talk about other holidays we can write on our chart.”

Write a few student ideas on the chart.

“Turn and talk about other geographical names we can write on our chart.”

Write a few student ideas on the chart.

“Turn and talk about other product names we can write on our chart.”

Write a few student ideas on the chart.

Bridge to Independent Practice:

Writers, as you are writing today, remember to use a capital letter whenever you write a proper noun. If you use a proper noun that is not on our chart yet, you may write it on a sticky note and place it on our chart.

Closure:

Teacher shares examples that have been added to the proper nouns chart or ask students to popcorn share a proper noun they used in their writing today.

Reflection:

Resources & References: (adapted from, acknowledgments)

Portland Public Schools

More Proper Nouns

In addition to naming *specific people*, a **proper noun** names a **specific holiday**, *place*, or *product*. It is usually unique. For example: Seaside Heights is a specific town, but beach could be any beach.

Holidays		Geographic Names		Product Names	
proper	common	proper	common	proper	common
New Year's Eve	birthday	Trenton	city	Kleenex	tissue
		New Jersey	state	Oreo	cookie
		Great Adventure	carnival		
		Wildwood	beach		

Personal Narrative (Unit 1 Lesson 11) Endings

Minilesson Teaching Point: Introduce endings as an important connection.

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Chart paper and marker
- Teacher pre-written story on chart pad
- Pre-reading of text with a strong ending

Connection:

*“Writers, we have been working on lots of ways to make our writing better. Today we are going to think about why **endings** are important and how we can learn about good ways to end our narratives.”*

Teach (modeling):

“When we read, we often slow down and enjoy the last part before the end. It is kind of like the last bite of a yummy ice cream cone or saying goodbye to a good friend.

*Writers, when you write **endings** you want the reader to connect to what is important. **Endings** help close our pieces and leave a lasting impression. One way to make a good **ending** is to reread and think about what was important. Maybe there is message or lesson, thought or feeling, or the last important thing that happened.”*

Active Engagement (guided practice):

“Think about a piece that you have finished or are writing right now. Tell yourself what the piece is about, why it is important, and how you might end your narrative. When you have a clear idea, put your thumb up so that we know you are ready. Turn and talk and share you idea with your neighbor.”

Bridge to Independent Practice:

*“When you are writing today you may want to write or **revise** your **ending** by thinking about what is important and what you want to leave as a last impression with your readers. I will ask people to share their **endings** at the end of writing time today.”*

Closure:

At the end of writing time call on students who attempted to write new, connected endings.

Reflection:

Resources & References: (adapted from, acknowledgments)

Lucy Calkins and Pat Bleichman: The Craft of Revision

Barry Lane: After the End

Portland Public Schools

Personal Narrative (Unit 1 Lesson 12) Authors' Examples of Endings

Minilesson Teaching Point: Looking at examples of how authors write strong endings.

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Chart paper and marker.
- Teacher pre-written story on chart pad.
- Copies of endings from Shortcut by Donald Crews, Coming On Home Soon by Jacqueline Woodson, Apt. 3 by Ezra Jack Keats, Cheese Louise by David Michael Slater – written in Teach (modeling) and Active Engagement sections of lesson – also see “Mentor Texts: Examples of Endings” at the end of this unit.
-

Connection:

*“Writers, yesterday we talked about how **endings** need to be connected to what is important in your piece and also leave a lasting impression. Another way to learn how to write good **endings** is to look at how authors write **endings**.”*

Teach (modeling):

*“Let’s look at some different kinds of **endings** together. Listen while I read the ending of Shortcut by Donald Crews:*

‘We walked home without a word. We didn’t tell Big Mama. We didn’t tell Mama. We didn’t tell anyone. We didn’t talk about what had happened for a very long time. And we didn’t take the shortcut again.’

*“Donald Crews helped us, as readers, understand the lesson of the writing. **Teaching a lesson** is one kind of **ending** that an author may choose to use. Let’s listen to another kind of **ending**. In the book Coming On Home Soon by Jacqueline Woodson, the author **focuses** in on the how the girl still hopes that her mother will come home soon. This is an **ending** where the author **zooms in** to finish the story.” Teacher reads ending:*

‘Inside, it’s warm and quiet. Stew cooking on the stove. Outside, snow falls and falls and somewhere there’s my mama loving me more than rain. Loving me more than snow. Cleaning trains. And coming on home soon.’

*“At the end of Apt. 3 by Ezra Jack Keats, the author writes about Sam and Ben’s **feelings** towards a new friend. Listen to the words he uses to show how they think and feel.” Teacher reads ending:*

“Then the dark room filled with wild, noisy, happy music. It bounced from wall to wall to wall. Sam and Ben looked at each other. They couldn’t wait for tomorrow.”

Active Engagement (guided practice):

*“Writers now listen while I read the ending to Cheese Louise by David Michael Slater and see if you can determine the kind of **ending** the author used.”* Teacher reads,

“Louise smiled down at her friends as she was carried away. The best part of being chosen was knowing that all the Swiss cheeses who came to the fridge in the future would hear her story and be proud to be just like her, the famous Cheese Louise.”

*Turn and share with your partner what kind of **ending** it was and why you think so. Who would like to share their answer with the rest of the class?”* (This is a thought ending.)

Bridge to Independent Practice:

*“Today when you are writing the **ending** for your piece, you may want to use one of these **ending** choices- a lesson learned, a thought or feeling, or a zoom-in of the most important part. Think about your story and what message or idea you want to leave with the reader. Remember that the **ending** closes the piece and leaves a lasting impression.”*

Closure:

Give students an opportunity to share their ending and why they chose that kind of ending.

Reflection:

Resources & References: (adapted from, acknowledgments)

Lucy Calkins and Pat Bleichman: The Craft of Revision.

Shortcut by Donald Crews

Coming On Home Soon by Jacqueline Woodson

Apt. 3 by Ezra Jack Keats

Cheese Louise by David Michael Slater

Portland Public Schools

Personal Narrative (Unit 1 Lesson 13) Introducing Tell-A-Story Words

Minilesson Teaching Point:

Teacher introduces a list of transitional words for the Tell-A-Story Word Wall/Chart

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Materials:

- Luke Goes to Bat by Rachel Isadora (Read this story to the class prior to this lesson.) Journeys – Unit 4, Lesson 17
- Chart paper and markers
- Tell-A-Story Words <http://kidwriting.com/TellaStory.html>; Eileen Feldgus (option: print on colorful paper, laminate and display)

Connection:

“Today writers we will begin thinking about and discussing words we can use in our writing instead of ‘then’ or ‘and then.’”

Teach (modeling):

“Today we will revisit Luke Goes to Bat. As I read, I want you to listen for the words the author uses that take us from one event to another instead of always using ‘and then.’ These words are called Tell-A-Story words. I will model the first two pages for you.” Read the first couple of pages of the story.

“I heard the author use the words ‘All day long’ and ‘So.’” Teacher points to the words on their word wall or previously made chart.

Active Engagement (guided practice):

“Now I will read a few more pages of the story and I want you to listen for the Tell-A-Story words the author uses.” Read a few more pages and have students turn and tell the Tell-A-Story words they heard.

ELD: *“I heard the “Tell-A-Story word_____.”*

Ask for volunteers to share, pointing out the Tell-A-Story words on the wall/chart.

Bridge to Independent Practice:

“As you do your writing today, try and use some of the Tell-A-Story Words instead of using ‘and then.’”

Note: teachers may want to introduce and encourage students to use the sequence words first, next and last in preparation of the Unit Benchmark Test.

Closure:

Give students an opportunity to share how they used the Tell-A-Story words in their writing.

Reflection:**Resources and References:**

Luke Goes to Bat by Rachel Isadora , Journeys – Unit 4, Lesson 17

<http://kidwriting.com/TellaStory.html>; Eileen Feldgus

Personal Narrative (Unit 1 Lesson 14) Transitional Words

Minilesson Teaching Point: Transitional words to use instead of ‘then.’

Standard(s):

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Materials:

- “Tell A Story Words” transitional word chart (See Unit 1 Lesson 13 Introducing Tell-A-Story Words)
- Student writing sample with overuse of ‘then’ or use provided example (The example has intentional spelling, capitalization and punctuation errors for subsequent editing lessons and is found following this lesson.)

Connection:

*“Writers, we’ve been learning that writers improve their writing in many ways. Writers add **details**. Writers use **Tell-A-Story** words (point to Tell-A-Story Words chart). Writers use **carets**, **revision strips** and **sticky notes** to keep track of changes.*

Teach (modeling):

*“When a writer makes changes to improve the writing, they are **revising**. I want to share with you a **personal narrative** written by Shanieka, a former student.” (If you are using a current student’s example, check with student prior to sharing.) “She used ‘then’ quite a lot in her writing. She asked me, “Do you know some other words that I could use instead of ‘then’?” I told her we were learning **Tell-A-Story** words and that you could all help her think of other words instead of ‘then.’” Reread **Tell-A-Story** words chart with students.*

*“Listen closely as I read Shanieka’s **personal narrative**. Be thinking about other words she could be using.”*

- (Title) When I Went to six flags! By Shanieka
- (Part 1) i was so so so eksited! We parked the car
- (Part 2) then we walked in. I was asking my mom mom mom can I go on the roler kostor.
- (Part 3) then I went on the bumpr cars then I went to eat lunch.
- (Part 4) then i went to go on anutter roler kostor called The Dark Nite. I screamed
AHHHHH the hole time.
- (Part 5) then I went on the swings and it was time to go home

Active Engagement (guided practice):

*“Writers, after I reread Shanieka’s narrative, talk with your partner about words to use instead of ‘then.’ Students turn and talk. Teacher prompts students as needed to use the **Tell- A-Story** words. Teacher writes students’ alternatives to ‘then’ carefully crossing out ‘then’ and using a caret to add new word(s).*

Bridge to Independent Practice:

*“Writers, if you, like Shanieka, used ‘then’ a lot, cross it out and use a word or words from our **Tell-A-Story Words** chart. Remember, if you use any of the **Tell-A-Story** words you can put your name on a sticky note and post it on the word on the chart.”*

Closure:

Share a few examples of student writing from students who either revised by crossing out ‘then’ and choosing an alternative or have students share any **Tell-A-Story** words they used.

Reflection:

Resources & References: (adapted from, acknowledgments)

Eileen Feldgus. <http://kidwriting.com/TellaStory.html>

Portland Public Schools

Personal Narrative (Unit 1 Lesson 15) Punctuation/Choosing a Piece to Publish

Standard(s):

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Note: Students will choose a piece they have written during this unit to revise, edit, and publish. Teacher determines the format of the final product.

(NOTE: THE NEXT THREE LESSONS ON EDITING COULD BE CONDENSED INTO ONE OR TWO LESSONS, DEPENDING ON THE LEVEL/EXPERIENCE OF YOUR STUDENTS.)

Materials:

- Optional: pre-reading of *Punctuation Takes a Vacation* by Robin Pulver
- A student's writing sample with intentional spelling, capitalization, punctuation errors or use sample from lesson PN11. Transitional Words
- Photocopy of the student writing sample for partners to edit together
- Editing Checklist (see sample at end of unit)
- (Optional) "I Used Punctuation" chart
- (Optional) Sticky Notes

Connection:

*"Writers, the other day we helped Shanieka **revise** her writing by finding other words she could use instead of 'then.'"*

Teach (modeling):

*"Writers want to make sure their writing is easy for other people to read. When writers finish revising, it's time to **edit**. When we **edit**, we check to make sure we are using **punctuation** (periods, question marks, exclamation words) correctly. We also check to make sure we are using **capital letters** at the beginning of our sentences, for the pronoun 'I' and for proper nouns. Then we check our **spelling**. Finally, we check for neat penmanship and space between words. We are going to start getting our **personal narrative** pieces ready for **publishing** and we want to make sure our writing is easy for others to read. I have an **editing checklist** to help us remember what to **edit**." Teacher reads editing checklist to students (use Editing Checklist provided or other checklist appropriate for your class).*

*"Today the part of **editing** we are going to focus on is **punctuation**. I am going to read a part of Shanieka's piece. I want you to watch as I read his piece. I am going to pause where Shanieka wants her readers to stop and think for a moment. When I pause, that is where I am going to put a period or exclamation mark or question mark. If there is a place where she uses **dialogue**—talking words—I am going to put quotation marks around those words." Teacher reads aloud **Parts 1 and 2** as if talking to her/himself, sharing thinking out loud, and adding appropriate punctuation.*

Active Engagement (guided practice):

*“Writers, I am giving you and your partner a copy of Shanieka’s Six Flags piece. You are going to help her **edit** this. You are going to look for places where you think she should take a pause and put a period, question mark or exclamation mark. If she used talking words, put in quotation marks.”*

Teacher aids/prompts students as they work with their partners. Students share out their work (or teacher chooses students who have accurately punctuated *Shanieka’s* piece) and teacher marks it on an enlarged version of the same page.

Bridge to Independent Practice:

*“Writers, today you will pick out a personal narrative you want to publish. It might be a piece you have finished revising or one that you are ready to revise. When you choose your piece, reread and check for **punctuation**. (Optional: If you use **punctuation**, make sure you write your name on a sticky note and post it on our “I Used Punctuation” chart.)”* Teacher collects papers for next day’s lesson on capitalization.

Closure:

Teacher has students pick personal narrative they want to **publish**. Students pick one page from their piece and edit with their writing partner.

Reflection:

Resources & References: (adapted from, acknowledgments)

Punctuation Takes a Vacation by Robin Pulver

Eileen Feldgus. <http://kidwriting.com/TellAStory.html>

Portland Public Schools

Personal Narrative (Unit 1 Lesson 16) Capitalization

Standard(s):

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials:

- 1 revision pen per pair
- A student's writing sample with intentional spelling, capitalization, punctuation errors or use sample from lesson 14 Transitional Words
- Photocopy of the student writing sample for partners to edit together
- Editing Checklist (see sample at end of unit)
- (Optional) "I Used Capital Letters" chart
- (Optional) Sticky notes

Connection:

*"Writers, yesterday I showed you the **editing checklist** and we talked about **punctuation**."*
(Refer to enlarged version of checklist.) *"We helped Shanieka **edit** her writing by checking her **punctuation** – checking for periods, exclamation marks, question marks and quotation marks."*

Teach (modeling):

*"Today I want to talk to you about the second item on our **editing checklist** – **capitalization**."*
(Teacher reads second item on checklist.) *"Since the beginning of the school year we have been talking about using **capital letters** at the beginning of our sentences, always using an uppercase 'I,' and using a capital letter for people's names. Yesterday we put **punctuation** where Shanieka wanted her readers to take a pause, and put **quotation marks** around the **dialogue** she wrote. Today we will check **capital letters**. I am going to reread Shanieka's narrative. I want you to watch as I read her piece."* Teacher reads aloud as if talking to her/himself, sharing thinking out loud, and changes lowercase letters to uppercase in the title and first two parts including capital S in 'Six' and F in 'Flags' in the title.

Day 2 Active Engagement (guided practice):

*"Writers, you and your partner are going to check for **capital letters** in the rest of Shanieka's narrative. You are going to help her **edit** this by putting **capital letters** where she needs them."*
Teacher aids/prompts students as they work with their partners. Students share out their work (or teacher chooses students) and teacher marks the correct capitalization on an enlarged version of the same page.

Day 2 Bridge to Independent Practice:

*"Writers, yesterday you all chose the **personal narrative** piece that you are going to **publish**. As you continue to work on your piece, check to make sure you used **capital letters** at the beginning of your sentences, capitalized the word "I," and capitalized people's names. (Optional: If you use **capital letters**, make sure you write your name on a sticky note and post it on our "I Used Capital Letters" chart.)"*

Day 2 Closure:

Students pick one page from their piece. Edit with writing partner.

Reflection:

Resources & References: (adapted from, acknowledgments)

Eileen Feldgus. <http://kidwriting.com/TellAStory.html>

Portland Public Schools

Personal Narrative (Unit 1 Lesson 17) Spelling

Standard(s):

L.2.2.d. Generalize learned spelling patterns when writing words

L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Materials:

- A student's writing sample with intentional spelling, capitalization, punctuation errors or use sample from Lesson 14 Transitional Words
- Photocopy of the student writing sample for partners to edit together
- Editing Checklist
- (Optional) "I Checked My Spelling" chart
- (Sticky Notes)

Connection:

*"Writers, we are preparing our **personal narratives** for the **publishing celebration** we will be having _____" (insert day teacher has planned it). "We will be finishing up our pieces so they are ready for our **BIG share**."*

Teach (modeling):

*"Today I want to talk to you about the third item on our **editing checklist – spelling**." (Teacher reads third item on checklist). "I'm going to read the first page of Shanieka's piece." Teacher reads aloud as if talking to her/himself, sharing thinking out loud, "Oh, that's right...when something already happened it has to be spelled with 'ed.' Sometimes it sounds liked /t/, but it's spelled 'ed' so I'll change 'parkt,' and 'walkd.' Hmmm, the word 'wnet' doesn't look quite right. /w/ /e/ /n/ /t/. Oh, I need to switch the 'n' and the 'e!' The word 'wus' doesn't look right. I am going to check it on my mini-word wall chart" (or student can check it on the large class word wall or mini-dictionary, etc.). "I need to change the 'u' to an 'a.'"*

Day 3 Active Engagement (guided practice):

*"Writers, you and your partner are going to check the **spelling** in the rest of Shanieka's piece. You are going to help her **edit** by correcting any **spelling** errors you notice.*

Teacher aids/prompts students as they work with their partners. Students share out their work (or teacher chooses students) and teacher marks it on an enlarged version of the same page.

Day 3 Bridge to Independent Practice:

*"Writers, like yesterday and the day before, as you continue to work on the **personal narrative** piece you are preparing for **publishing**, make sure you check your **spelling**. If a word doesn't look right, use the strategy of stretching it out to see if you left out any sounds. Ask yourself, 'Does this word have enough letters in it? Does it have vowels in it?' If one of your word wall words doesn't look quite right, check the class word wall or your mini-word wall to see if it is spelled correctly. (Optional: If you use either one of these strategies, or one of your own spelling strategies, make sure you write your name on a sticky note and post it on our "I Checked My Spelling" chart.) Remember, _____ is our publishing party. You need to finish your **narrative!**"*

Closure:

*“Writers, I am going to give each of you an **Editing Checklist**. You are going to sit with your writing partner and you will help each other check to make sure you did each of the items on the checklist, including putting spaces between your words. When you are all finished, get a sticky note and mark a favorite page you would like to share with the whole group tomorrow our publishing celebration.”*

Reflection:

Resources & References: (adapted from, acknowledgments)

Eileen Feldgus. <http://kidwriting.com/TellAStory.html>

Portland Public Schools

Personal Narrative (Unit 1 Lesson 18) Publishing Celebration

Materials:

- Students' writing pieces with a favorite page marked with a sticky note
- Students placed in predetermined groups for sharing
- Additional Celebration ideas:

invite parents/special friends and they write positive comments on index card and give to child after child reads their piece.

invite reading buddies to class and children do one-on-one or small group sharing.

Connection:

*"Writers, today is a very special day because we are celebrating all of the wonderful **personal narratives** you have been writing over the last few weeks."*

Teach (modeling):

*"Writers, I would like you to get out the **published** piece you are sharing today. Come to the carpet and sit in a circle. Open your book to the page you marked with the sticky note and place it on the carpet in front of you. We are going to go around in a circle and each person is going to share that special page."*

Active Engagement (guided practice):

Students and teacher share one special page.

Bridge to Independent Practice:

*"Writers, it is time for you to share your entire **personal narrative** with your group."* Students break into predetermined groups to share their books. Teacher and/or a helper can pour juice and hand out to students.

Closure:

*"Published authors, I would like to make a toast to all of the amazing writing you did the last few weeks. You learned to write **focused personal narratives**. You learned to put your feelings (the **internal** story) into your writing. You learned to **revise** by adding on and taking away from your pieces. You learned to add **dialogue** to your writing. You learned to **show, not tell**. You learned to **revise** your **leads** and your **endings**. You learned writing skills that 3rd, 4th, 5th and 12th graders do! You are **published authors**! Congratulations!"*

Reflection on unit:

Resources & References: (adapted from, acknowledgments)

Lucy Calkins and Abby Oxenhorn, Small Moments: Personal Narrative Writing
Portland Public Schools

Editing Checklist

___ I used correct punctuation at the end of my sentences (periods, question marks, exclamation marks).

___ I used capital letters at the beginning of my sentences, peoples' names and for the pronoun "I."

___ I checked to make sure my word wall words are correctly spelled.

___ I used correct spacing between my words.

My signature: _____

My partner's signature: _____

Personal Narratives include:

- Characters
- Setting
- Events

In a personal narrative, you are
one of the characters.

I used periods. •

We walked slowly.

I used question marks. ?

Are you happy?

I used exclamation marks. !

I jumped up and down!

I used quotation marks. “ ”

“Yippee!” we yelled.

I used capital letters at the beginning of my sentences.

We skipped to the store.

I capitalized the pronoun “I.”

My sister and I jumped up and down.

I capitalized people’s names.

Lily and Zoë giggled and giggled.

I checked my spelling.

I used the word wall to check my word wall words.

I stretched out my words to check my spelling.

How to Publish a Personal Narrative

1. Think of a great idea.
2. Use this idea to write a great personal narrative.
3. Make sure the piece has:
 - a great beginning.
 - words that paint pictures.
 - a beginning, a middle, and an ending.
 - an ending sentence that brings the piece together.
4. Read the piece with a friend.
5. Make changes.
6. Share the piece with the Editor.
7. Make more changes.
8. When the piece is just right, it will be typed.
9. Illustrate the piece.
10. Add the final touches:
 - a fancy cover
 - a dedication page
 - an about-the-author page

Mentor Texts

Strong Endings

Feelings/Thoughts:

The Table Where Rich People Sit by Byrd Baylor

Apt. 3 by Ezra Jack Keats

Cheese Louise by David Michael Slater

Owl Babies by Martin Waddell

Comet's Nine Lives by Jan Brett

Lilly's Purple Plastic Purse by Kevin Henkes

Dialogue:

Owl Babies by Martin Waddell

The Witches' Supermarket by Susan Meddaugh

Lesson Learned:

The Witches' Supermarket by Susan Meddaugh

Shortcut by Donald Crews

Big Al by Andrew Clements

Hey, Al by Arthur Yorinks

Zoom-in:

Coming on Home Soon by Jacqueline Woodson

Circle or Loop:

The Relatives Came by Cynthia Rylant

Coming on Home Soon by Jacqueline Woodson

Personal Narrative Bibliography

- Baylor, Byrd. I'm in Charge of Celebrations
- Baylor, Byrd. The Table Where Rich People Sit
- Brett, Jan. Comet's Nine Lives
- Bunting, Eve. Fly Away Home
- Clement, Rod. Grandpa's Teeth
- Clements, Andrew. Big Al
- Clements, Andrew. Tara and Tiree – Fearless Friends
- Cronin, Doreen. Duck for President
- Couric, Katie. The Brand New Kid
- Crews, Donald. Shortcut
- de Rubertis, Barbara. Lulu's Lemonade
- French, Jackie. Diary of A Wombat
- Gray, Libba Moore. My Mama Had a Dancing Heart
- Guest, Elissa Haden. Iris and Walter*
- Harper, Jessica. I Like Where I Am
- Haseley, Dennis. A Story for Bear
- Henkes, Kevin. Lilly's Purple Plastic Purse
- Hesse, Karen. Come On, Rain
- Igus, Toyomi. When I was Little
- Keats, Ezra Jack. Apt. 3
- Lakin, Patricia. Helen Keller and the Big Storm
- Meddaugh, Susan. The Witches' Supermarket
- Miller, Sara Swan. Three Stories You Can Read to your Dog
- Palacco, Patricia. Thunder Cake
- Palatini, Margie. The Web Files
- Pulver, Robin. Punctuation Takes a Vacation
- Rylant, Cynthia. The Relatives Came
- Sendak, Maurice. Where the Wild Things Are
- Seymour, Tres. Auction
- Slater, David Michael. Cheese Louise
- Waddell, Martin. Owl Babies
- Woodson, Jacqueline. Coming on Home Soon
- Woodson, Jacqueline. Visiting Day
- Yolen, Jane. Owl Moon
- Yorinks, Arthur. Hey, Al
- Yorinks, Arthur. The Witch's Child

