

<p>Mini Lesson: Personal Narrative 1 (19) Introduction to Mechanics</p> <p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions <p>CC1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence.
<p>Materials:</p> <ul style="list-style-type: none"> • Student writing samples that have some unreadable writing OR use the provided sample and pretend it is from one of the students or a student from a previous year. • Pre-established partnerships (optional, but highly recommended!).
<p>Connection: "Writers, we just celebrated our small moment stories. You all did an amazing job and it was so exciting to see you share your writing. We're going to continue to write small moment stories. But, starting today, we are going to learn how to make your good writing even better by making it easier for other people to read."</p>
<p>Teach:</p> <p>"I want to tell you a story. Yesterday after school I packed up all my things to go home. Then I remembered, 'Gosh, I want to take home all of your stories and read them tonight for my bedtime reading.'"</p> <p>"So, I got all cozy in bed and had all your writing on my bed. I picked up one of the stories and I was reading..."</p> <p>Me and DaD and my siStr went to the moutin. We went down the sled</p> <p>"I was so excited! I wanted to know what happened next, so I turned the page and..."</p> <p>thnWEplDNtheSo (Then we played in the snow)</p> <p>"I was so disappointed. I really wanted to know what came next in the story. I went back and reread." Teacher rereads the first two "pages" or sentences and models trying to figure out what the next sentence is.</p> <p>"I was really sad. I couldn't figure out the ending. Today I want to teach you that when we can't read our own writing or our friends' writing, we can fix it. Remember, you want other people, like me, to be able to read your stories."</p> <p>ELD: Use visual of unreadable text on chart paper or document camera.</p>
<p>Active Engagement: "Writers, could you talk with your (new) partner about the last page of this story. Ask yourselves, 'What made this last page hard to read? Why is it hard to read?'"</p> <p>Possible student responses:</p> <p>The letters are smashed together.</p> <p>There aren't any spaces between the words.</p> <p>There aren't enough letters in some of the words.</p> <p>ELD: Give the students the language – "There are no spaces between the words," and use a published text to compare/show appropriate spacing.</p>
<p>Bridge to Independent Practice:</p> <p>"Writers, as you go off and write today, think about me or your friend or mom or dad. As you are writing, think, 'Will Ms. _____ be able to read it? Think about me, sitting</p>

in bed all cozy, reading your writing. Remember, I'm going to want to be able to read your WHOLE story."

Assist students with putting spaces between words.

Assist students with stretching out words, adding more letters, and using the word wall.

Remind students that you want to be able to read their writing. Assist students with rereading their writing, pointing to each word and helping them with making it more readable.

If students are able to space and spell strongly, continue to assist them with story development, adding details, inside story, dialogue, etc.

Closure: Share writing from one or two students who realized their writing was unreadable and show what they did to make it readable (adding more letters to words, using the word wall/portable word walls, rewriting some words, making spaces, etc.).