

Minilessons Statements for Personal Narrative Writing

Narrative Introductions Minilessons (Beginning)

- Writers begin in a way that helps the reader know a bit about the important message of the story.
 1. Writers tell why the person or event is important to them. Ex - Being with my sister is more important to me than being with my friends.
 2. Writers ask a question that helps the reader think about the important idea. Ex - Is it more important to you to be a part of the team or to be one of the heroes?
 3. Writers begin with dialog that goes with the important part. Ex - Dad yelled, "Hurry up, kids! I'm taking you to Dave and Buster's!"
- Writers keep the important event a secret to make the reader want to keep reading. Ex - Honk! Honk! My mom was honking the car horn. "Where are we going?" I asked. "Get in and you'll find out," she grinned.

Minilessons for Developing the Idea (Middle)

- Writers stretch out the important parts of their story to help the reader "be there" in the story.
 1. Writers share the thoughts they had as the event happened. Ex - When I saw all the decorations, I thought this was the most beautiful thing I had ever seen.
 2. Writers share their feelings about the important parts. (One way to capture the feelings on paper is to act out a feeling and write what your body is doing.) Ex - Not just "I was so happy that I cried" - but - "I gasped and put my hands over my face as I started to cry."
 3. Writers use dialog that goes with the important part. Ex - "Thank you for this party," I whispered. "Something this wonderful happens only once in a lifetime!"
 4. Writers describe the part of the setting that helps the reader understand the important idea of the story. Ex - "When I

opened the door, I saw that everything was pink, just like I wanted. The balloons, streamers, and cake were all pink."

5. Writers describe the part of the setting that helps the reader understand the character. Ex - Grandma's kitchen

Minilessons for Concluding Narratives (Ending)

- Writers create an ending that leaves the reader thinking about the important message of the story.
 1. Writers tell why the person or event is important to them. Ex - Being with my sister is more important to me than being with my friends.
 2. Writers tell what the experience taught them. Ex - I learned that, even when I didn't get to play in every single game, I still wanted to be on the soccer team.
 3. Writers ask a question that helps the reader think about his/her life. Ex - Is it more important to you to be a part of the team or to be one of the heroes?
 4. Writers circle back to the story lead and end with a similar thought. Ex - As you can tell, my brothers fight all the time.

Revision Minilessons

- Writers compare an action to something else by using /like/ or /as/.
Ex - The band marched onto the field like soldiers.
- Writers use phrases that help the reader move through time in the story, especially when the writer has skipped over an unimportant bit of time. Ex - After I arrived, later in the day,
- Writers use strong verbs to help the reader feel the important action. Ex - I zoomed off to get ready when Dad said we were going to Dave and Buster's.
- Writers change the way some sentences begin to keep the reader's interest. Ex - When Dad said we were going to Dave and Buster's, I zoomed off to get ready.