



Personal Narrative Writing

Dear Parents,

Our newest writing focus is on personal narrative stories. In personal narratives, fifth graders share stories from their own experiences by writing personal memoirs. A memoir is a collection of experiences that are connected with a repeating line. This strategy helps students firm up their paragraphing structures in preparation for creating multiple-paragraph essays. The narrative memoirs typically revolve around real-life events or personal experiences, encouraging students to reflect on and express their feelings. Fifth graders focus on engaging the reader with a repeating line, developing details, and beginning to use figurative language. Personal narrative memoirs serve as a valuable tool for developing writing skills, self-expression, and building an understanding of a narrative paragraphing structure.

Ideas for Home Support

As your child practices writing these narratives at school you might consider practicing at home with the following ideas:

- Create a memory map where your child visually represents significant events, places, or memories from their life. Use drawings, symbols, and labels to illustrate key moments.
- Have your child interview family members about significant events or memories from their lives.
- Choose a family member or friend to email regularly, sharing memories or events of the day.
- Encourage your child to create visual representations of their personal narratives through drawings, collages, or comic strips.

Thank you for all your support!

Sincerely,

Personal Narrative Rubric 5th Grade

Genre Chart Narrative: Personal	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Has an engaging introduction paragraph that establishes a situation	Has an engaging introduction that establishes the situation in a creative way	Has an engaging introduction that establishes the situation	Attempts the engaging introduction but it is weak or off-topic	Does not have an engaging introduction
Organizes paragraphs to manipulate pacing	Has well-organized paragraphs that manipulate pacing to enhance the story	Has well-organized paragraphs that manipulate pacing	Paragraphs are present but they do not manipulate the pacing	Has weak paragraphs that do not manipulate pacing
Develops emotions	Develops emotions in several ways	Develops emotions	Attempts to develop an emotion but is ineffective	No emotions are developed
Develops characters through dialogue	Has developed characters with well-selected dialogue	Has developed characters with dialogue	Has a character with little dialogue	Does not provide dialogue for a character
Uses a metaphor and other figurative language	Includes an interesting metaphor and one other figurative language	Uses a metaphor and one other figurative language	Uses a metaphor but no other figurative language	Does not use a metaphor or figurative language
Has a reflective concluding paragraph	Ends with a strong reflective paragraph	Ends with a reflective paragraph	Has an ending paragraph but it does not have any reflective language	Does not have an ending paragraph
Correct conventions support the meaning	No errors or minor errors in spelling, punctuation, and grammar	A few errors but they do not interfere with meaning	Frequent errors that distract the reader	So many errors that it is hard to read

Name _____ Date _____

Personal Narrative Organizer

Personal Narrative Topic:
Characters: 1. Character _____ Emotion _____ Detail: _____
2. Character _____ Emotion _____ Detail: _____
Engaging Introduction that Establishes a Situation:
Beginning:
Details:
1.
2.
3.
Middle:
Details:
1.
2.
3.

* = slow down and add details

Personal Narrative Organizer Model

End:
Details:
1.
2.
3.
Reflective Conclusion:

* = slow down and add details

Personal Narrative Organizer Model

Personal Narrative Topic: A food fight with my brother	
People:	
Person: Saul, my brother	Emotion: grumpy
Detail: Saul trudged slowly behind me.	
Person: Me	Emotion: excited
Detail: "Someone woke up on the wrong side of the bed," I chirped happily.	
Engaging Introduction that Establishes a Situation: My brother scooped up a big spoonful of Fruity Rings and took aim.	
Beginning: Getting ready for school and having breakfast	
Details:	
1. First day of fifth grade, excited, brother is not	
2. clothes and hair perfect	
3. Pour cereal	
Middle: Our cereal fight	
Details:	
1. Brother grumpy, we argue	
* 2. Flings soggy cereal at me, I do it back	
* 3. Throw bowls at each other	

* = slow down and add details

Personal Narrative Organizer Model

End: My mom comes into the room

Details:

* 1. Mom comes in, seems calm

* 2. Makes us clean up

3. Makes us go school in messy clothes

Reflective Conclusion: I learned mom more creative than thought, some fights with brother, even if clothes ruined, worth it

* = slow down and add details

The Snake

As Sarah walked through the forest, she stumbled upon a snake slithering across the path. She froze in fear, her eyes widening in terror. Sarah took a cautious step back as perspiration trickled down her back. With trembling hands, she slowly backed up until the snake wriggled away.

The Birthday Party

“What a great party!” thought Kevin. He was having a blast at Oscar’s birthday party and then it happened. He was walking to the table, carrying his piece of cake, when he tripped. The cake went flying and splatted all over the front of Oscar’s mom. Kevin let out a gulp and his face turned bright red. His eyes looked at the ceiling, the floor, anywhere but at another person. Kevin opened his mouth and mumbled, “I, I didn’t, sorry.”

Personal Narrative Model

Food Fight

My brother scooped a big spoonful of Fruity Rings and took aim. This is not how I imagined the first day of fifth grade beginning.

The morning started off perfectly. I could hardly wait to go to school. I had on my new outfit, my hair was perfect, and my backpack was ready. The only problem was my grumpy brother. He hated school. I loved school. I was determined to have a perfect day. Little did I know that my perfect day would end before breakfast was even finished.

As I walked into the kitchen I hear Saul trudging slowly in behind me. As we sat down at the table for breakfast, he looked at me and muttered, "what are you looking at?" "Someone woke up on the wrong side of the bed," I chirped as I poured milk in my bowl. Ignoring his glare, I sat smiling, as I thought about all my friends I was going to see again and the compliments I would receive on my new clothes.

Saul interrupted my thoughts as he snarled, "Wipe that smile off you're face!"

I thought about ignoring him, but the older sister in me couldn't let it go. "Make me," I said.

He picked up his spoon, loaded with cereal, and slowly pulled back his arm. With a sudden jerk, his arm flung forward and SPLAT! I felt cereal and milk dripping from my perfect hair onto my new clothes. The fight was on.

Saul ran from the table. I grabbed my bowl and sprinted after him. Partway up the stairs he turned and faced me. I pulled my arm back and threw my bowl at my brother's head. I have terrible aim. It hit his chest. Cereal was everywhere. Then we heard a voice behind us.

Our mom came into the room and stare at us. It was when she was quiet and calm that we were the most nervous. She told us to clean up the mess and go sit at the kitchen table. Quickly, we cleaned up the cereal, wiped up the milk, and sat down at the table. Mom thanked us for doing

such a great job cleaning up and told us to hurry off to school. Saul and I could hardly believe our ears! No punishment! No losing privileges! Yes! We started to run up the stairs to change when Mom stopped us.

She said, "Oh no, You went through all the trouble to make such a mess, you can wear your mess to school. Now get going." Covered in Fruity Rings and smelling like milk, we quietly walked to the bus stop.

That day I learned that my mom is a lot more inventive than I thought she was. I also learned that some fights with my brother, even if they ruin my new clothes, are worth it.

Personal Narrative Model - Annotated

Food Fight

My brother scooped a big spoonful of Fruity Rings and took aim. This is not how I imagined the first day of fifth grade beginning.

The morning started off perfectly. **I could hardly wait to go to school. I had on my new outfit, my hair was perfect, and my backpack was ready.** The only problem was my **grumpy** brother. He hated school. I loved school. **I was determined to have a perfect day.** Little did I know that my perfect day would end before breakfast was even finished.

As I walked into the kitchen I ~~hear~~ ***heard** Saul **trudging slowly** in behind me. As we sat down at the table for breakfast, **he looked at me and muttered, "what-What are you looking at?"** ~~indent~~ **"Someone woke up on the wrong side of the bed,"** I **chirped** as I poured milk in my bowl. Ignoring his glare, I sat smiling as I thought about all my friends I was going to see again and the compliments I would receive on my new clothes.

Saul interrupted my thoughts as he snarled, "Wipe that smile off you're your face!"

I thought about ignoring him, but the older sister in me couldn't let it go. **"Make me," I said.**

He picked up his spoon, loaded with cereal, and slowly pulled back his arm **and paused. We looked each other in the eye, wondering if he would really do it.** With a sudden jerk, his arm flung forward. **The cereal was a missile flying through the air.** SPLAT! I felt cereal and milk dripping from my perfect hair onto my new clothes. The fight was on.

Saul ran from the table. I grabbed my bowl and sprinted after him **like an angry tiger chasing its prey.** Partway up the stairs he turned and faced me. **Again we paused. I thought of my new clothes. Ruined. I thought of my perfect hair. Ruined.** I pulled my arm back and threw my bowl at my ~~brothers~~ **brother's** head. I have terrible aim. It hit his chest. Cereal was everywhere. Then we ~~herd~~ **heard** a voice behind us.

Our mom came into the room and ~~stare~~ ***stared** at us. It was when she was quiet and calm that we were the most nervous. She told us to clean up the mess and go sit at the kitchen table. Quickly, we cleaned up the cereal, wiped up the milk, and sat down at the table. Mom thanked us for doing such a great job cleaning up and told us to hurry off to school. Saul and I could hardly believe our ears! No punishment! No losing privileges! Yes! We started to run up the stairs to change, when Mom stopped us.

She said, “Oh no, You went through all the trouble to make such a mess, you can wear your mess to school. Now get going.” Covered in Fruity Rings and smelling like milk, we quietly walked to the bus stop.

That day, I learned that my mom is a lot more inventive than I thought she was. I also learned that some fights with my brother, even if they ruin my new clothes, are worth it.

Annotations

Has an engaging introduction that establishes a situation: shocking statement is in red

Organizes paragraphs to manipulate pacing is in red

Develops emotions is in purple

Develops characters through dialogue is in green

Uses a metaphor and other figurative language is in blue

Has a reflective concluding paragraph is in red

Convention edits are in black

*Edits related to the Writing Warm-Up are in black with an asterisk

Metaphor Comparisons

Column 1

snow

tree branches

cat

clouds

moon

calm lake

fingers

mountain

stars

bed

Column 2

ninja

lantern

mirror

icicles

cotton

blanket

nest

diamonds

arms

giant

Revision: Personal Narrative

5th Grade

Name _____ Date _____

Peer #1 _____ Peer #2 _____

Peer 1	Peer 2	Genre Chart
		<p>Has an engaging introduction that establishes a situation</p> <p>Suggestions:</p>
		<p>Organizes paragraphs to manipulate pacing</p> <p>Suggestions:</p>
		<p>Develops emotions</p> <p>Suggestions:</p>
		<p>Develops characters through dialogue</p> <p>Suggestions:</p>
		<p>Uses a metaphor and other figurative language</p> <p>Suggestions:</p>
		<p>Has a reflective concluding paragraph</p> <p>Suggestions:</p>

Peer #1 Rubric Score _____

Peer #2 Rubric Score _____

Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

Any item on the checklist without an X will need to be edited before turning in the paper.

Peer 1 Peer 2

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Paper includes name, date, and title |
| _____ | _____ | 2. Correct punctuation in each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including No Excuse Words |
| _____ | _____ | 5. Paragraph is indented |
| _____ | _____ | 6. If digital, Times New Roman, 12 pt. Font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____ |

(Grammar focus for the class)



Editing Checklist

Name: _____ Date: _____

Peer Editor 1: _____ Peer Editor 2: _____

Any item on the checklist without an X will need to be edited before turning in the paper.

Peer 1 Peer 2

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Paper includes name, date, and title |
| _____ | _____ | 2. Correct punctuation in each sentence |
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| _____ | _____ | 4. Correct spelling, including No Excuse Words |
| _____ | _____ | 5. Paragraph is indented |
| _____ | _____ | 6. If digital, Times New Roman, 12 pt. Font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____ |