Unit 4 Narrative: From Scenes to Series: Writing Fiction

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 4**
Length: **8 Weeks**
Status: **Published**

Unit Overview

This unit is designed to teach students how to story tell and plan stories. Students will learn that characters in stories face problems, overcome these (with help from others or on their own), and then develop solutions. They will develop their own characters to use in the stories they create. In this unit they will deepen their partner work and continue to learn strategies to revise their writing. Children will be taught how to move from being accomplished storytellers to becoming accomplished writers of stories. The goal of the unit will be to write well-elaborated realistic fiction stories, aligned to the NJ Student Learning Standards. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Essential Questions

- How do writers make their stories better?
- Where do writers get ideas for stories they tell?

Application of Knowledge: Students will know that...

- Writers draw on their own personal experiences to imagine the details that make realistic fiction seem so real.
- Writers invent characters and small moment adventures for their stories.
- Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.
- Writers make endings that satisfy their readers; they make something happen through action, dialogue, or feeling to get their characters out of trouble.
- Writers use checklists to review their writing and set goals.

Application of Skills: Students will be able to...

- Call on their own experiences to imagine the details that make realistic fiction seem so real.
- Invent characters and small moment adventures for their stories.
- Make endings that satisfy their readers; they make something happen through action, dialogue, or feeling to get their characters out of trouble.

- Use checklists to review their writing and set goals.
- Write narratives in which they recount two or more appropriately sequenced events.
- Write narratives using temporal words to signal event order.
- Write narratives which include some details regarding what happened.
- Write narratives with some sense of closure.

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from *Units of Study in Opinion, Information, and Narrative Writing, Grade 1* (Calkins et al., 2013) and serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

- Teach children that writers call on their pretending skills to invent characters and small moment adventures.
- Teach children that writers develop a "can-do" attitude and give themselves orders, using all the tools at hand to work independently and keep going.
- Teach children that writers make endings that satisfy their reader; they make something happen through action, dialogue, or feeling to get their characters out of trouble.
- Teach children that writers make courageous choices about words in their stories - they tackle sparkling words as they write. They also use everything they know about spelling to write these daring words.
- Teach students that writers use checklists to review their writing and set goals.
- Teach children that writers write books in a series, which includes thinking of more than one story for a favorite character and modeling themselves on famous series writers.
- Teacher children that series writers often write a Book One to their series. In it, they share a lot of details about their character.
- Teach children that the idea of a revision party is for writers to have fun together, finding ways to make their fiction books sparkle. One way writers figure out ways to add sparkle to their fiction books is to see what kinds of things their favorite authors put in their books.
- Teach children that writers make sure their work is as finished as possible before they send it out into the world.
- Teach children that writers call on their own experiences to imagine the tiny, authentic details that make realistic fiction seem so real.
- Teach children that fiction writers add tiny, realistic details to their stories - they show, not tell - to help their readers picture the story in their minds.
- Teach children that fiction writers divide their stories into chapters and they stretch out each chapter so that they have a beginning, a middle, and an ending for their stories.
- Teach children that writers use patterns to elaborate.
- Teach children that writers use all their superpowers - everything they know and have learned about a type of writing - to get better.
- Teach children that writers work hard on revising their stories, which includes using fabulous punctuation.
- Teach children that writers use illustrations in important ways, and you'll investigate the roles

illustrations play by studying them in mentor texts.
- Teach children that writers introduce themselves to their readers with "meet the author" pages for their series.
- Teach children that writers allow plenty of time to revise, edit, and make their work beautiful and ready to celebrate. Writers turn to partners if they need help and reference the charts in the room to help keep them moving.
- Honor students and their writing by publishing their pieces. Celebrate being a community of writers and share students' writing with others.

Activities to Support Teaching Points

- Create and refer to anchor charts.
- Study pages from exemplar writer's notebooks.
- Provide and present mentor texts as models.
- Teach children to read like writers using mentor texts
- Provide checklists to assess and develop on-going goals.
- Use booklets, pages, and/or writer's notebooks for daily writing.
- Make mental movies and act out a story to make writing come alive.
- Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting.
- Add dialogue to make characters come to life.
- Set mini goals to revise and edit as you move through writing pieces.
- Tap, sketch, or jot across the pages as a way of planning stories, books.
- Explore and try a variety of beginnings and endings to your writing piece
- Write long and strong to build stamina..
- Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.
- Use technology to research information about a specific topic.
- Use technology to publish a piece of writing.
- Plan to celebrate the conclusion of classroom writing projects.

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables

students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Since this is a subsequent narrative unit, the students' original On-Demand Performance Assessments may be utilized. In addition, the stories, drafts and final draft composed by each student at the conclusion of the previous Narrative Writing Unit also provide the teacher with a wealth of diagnostic information. The following prompt may be used if the teacher wishes to have an additional on-demand performance assessment.

On-Demand Performance Assessment Prompt: Narrative Writing (E.g. "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:

- Write a beginning for your story.
- Show what happened in order.
- Use details to help readers picture your story.
- Make an ending for your story." - Taken from *Writing Pathways: Performance Assessments and Learning Progressions, K-5*)

Formative Assessments (Informal)

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Comments, corrections, and records from peer conferences between students.

Observation of daily writing progress in writing notebooks and/or folders.

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology.

Published Narratives

Completed unit writing projects

On-Demand Performance Assessment Prompt (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate writing partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context

- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex writing techniques in each writing piece based on the 1st and 2nd Grade Writing Learning Progressions:

- The writer writes the parts of a story in order. He/she uses words like *and, then,* and *so* to transition from one part to the next.
- The writer attempts to use strong words that help the reader picture his story.
- The writer tried to bring her characters to life with details, talk, and actions.
- The writer writes an ending and includes how he/she felt about it.
- The writer uses correct spelling, spacing, capital letters, and punctuation so that others can read the writing.

Integrated/Cross-Disciplinary Instruction

Science, Engineering, and Math

- Write a story to explain the life cycle of a plant or animal.
- Write a story about the Magic School Bus and making a rainbow.
- Write a story about the Magic School Bus and its bright idea.
- Write a story about a chick that just hatched.
- Write about the Lorax and caring for the Earth. .

Social Studies

- Write a story about a family member and illustrate.
- Write a story about life in early days.
- Sketch pictures about Native Americans and different aspects of their lives. Label.
- Write a story about life as a Native American after listening to "Moon of Falling Leaves".
- Write a story about a character in a specific career, such as a farmer, businessman, etc.

Study Skills

- Use graphic organizers to plan writing.

- Use checklists and rubrics to monitor progress.
- Use Venn diagrams and t-charts to gather, compare, and contrast events.
- Use highlighters, note cards, post-its, and other tools during revision and editing.

The Arts

- Act out feelings of a character from a story.
- Write a play based on a story.
- Create comic books.

Reading Workshop

- Apply language and ideas from read alouds and independent reading.
- Utilize read alouds and independent reading as mentor texts.
- Apply spelling strategies.
- Apply grammar skills.
- Expand written vocabulary from read alouds and independent reading.
- Model sentence structure after mentor texts.

Suggested Mentor Texts and Other Resources

Resources

Units of Study in Opinion, Information, and Narrative Writing:

- *Small Moments, Writing with Focus, Detail, and Dialogue* by Lucy Calkins, Abby Oxenhorn Smith, and Rachel Rothman
- *Nonfiction Chapter Books* by Lucy Calkins, Kristine Mraz, and Barbara Golub
- *Writing Reviews* by Lucy Calkins, Elizabeth Dunford, and Celena Dangler Larkey
- *From Scenes to Series* by Lucy Calkins, Mary Ehrenworth and Christine Holley
- *A Guide to the Common Core Writing Workshop*, Primary Grades; Lucy Calkins
- *Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 1 (Assessment-Based Instruction); Lucy Calkins; and Colleagues From the TCRWP
- *Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

The Art of Teaching Writing; Lucy Calkins

The Writing Thief; Ruth Culham

Smarter Charts; Marjorie Martinelli

Launching the Writing Workshop; Denise Leograndis

Read Alouds and Mentor Texts

Chicken Sunday, Patricia Polacco

Just Us Women, J. Caines

Night Shift Daddy, E. Spinelli

Snowy Day, E.J. Keats

Two of Them, Aliki

When I Was Young in the Mountains, Cynthia Rylant

Books in a series such as *Poppleton, Henry and Mudge, Mr. Putter and Tabby, Little Bill, Clifford, Sesame Street, SpongeBob, and Star Wars*

Owl Moon; Jane Yolen

Paperbag Princess; Robert Munsch

The Paper Crane; Molly Bang

Pigs; Robert Munsch

Miss Rumphius; Barbara Cooney

The Wednesday Surprise; Eve Bunting

The Relatives Came; Cynthia Rylant

William's Doll; Charlotte Zolotow

Bigmama's; Donald Crews

Julius the Baby of the World; Kevin Henkes

Lily's Purple Plastic Purse; Kevin Henkes

Wemberly Worried; Kevin Henkes

Owen; Kevin Henkes

Alexander and the Terrible, Horrible, No Good, Very Bad Day; Judith Viorst

Ira Sleeps Over; Bernard Waber

A Chair for Mother; Vera B. Williams

The Very Hungry Caterpillar; Eric Carle

In November; Cynthia Rylant

Caps for Sale; Slobadkina

David Goes to School; David Shannon

Duck on a Bike; David Shannon

All the Places to Love; Patricia MacLachlan

My Great Aunt Arizona; Gloria Houston

The Tale of Despereaux; Kate DiCamillo

Thunder Cake and other books *by* Patricia Polacco

The First Dog; Jan Brett

Dear Mrs. LaRue, Letters from Obedience School; Mark Teague

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.