Unit 1: Launching with Narrative

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 1**
Length: **September - Mid October**
Status: **Published**

Unit Overview

In this first unit of study, teachers strive toward accomplishing two goals. The first is to launch a writing workshop which has clear routines and expectations . The second goal is to take at least one personal narrative through the writing process. In the course of meeting these goals, writers will continue to develop a writing life during which they build stamina, getting into the practice of writing daily as well as writing for longer and longer periods of time. Writers will also use a variety of narrative techniques to develop their stories, specifically focusing on their characters and pacing of events. Finally, writers will analyze mentor texts, and emulate these strategies in their writing. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when

	writing or speaking.
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
LA.L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.

Essential Questions

- How do writers become invested in writing workshop?
- How do writers write with volume, stamina, and speed?
- How do I generate ideas and take them to the next level?
- How do writers draw on all they know to craft effective stories?
- How do writers utilize a variety of strategies to develop their stories and convey their experiences more precisely and effectively?

Application of Knowledge: Students will know that...

- writers have routines and procedures to follow in a workshop setting
- commas are used to separate items in a series and to off set introductory clauses
- narrative writing has appropriate development and organization
- personal narratives should be written as small moment stories rather than a summarization of an event
- the writing process includes planning, drafting, revising, editing, and publishing

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

- analyze published authors and exemplar texts to emulate in their writing
- apply the basic skills of spelling, capitalization, and punctuation properly to their writing
- develop and strengthen writing with support and guidance from teacher and peers
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly

- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- provide a conclusion that follows from the narrated experiences or events
- reflect upon writing experiences through rubrics
- set personal and class goals to increase stamina
- use a variety of transitional words, phrases, and clauses to manage the sequence of events
- use concrete words and phrases and sensory details to convey experiences and events precisely
- use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations
- use technology to publish writing
- write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence
- write with independence

Teaching Points and Suggested Activities

The following teaching points are adapted from the *Units of Study in Narrative Writing Grade 5* by Lucy Calkins. Teachers will adjust based on students' needs.

- Today, I want to teach you that writers get ready to read and write by setting up places and tools that will make it easy. We can think "What have I seen or done in other years, in other times, that made reading and writing really work for me?" and then share ideas with others. Together we come up with what we can do to make this year really work for us as readers and writers.

- Today, I want to teach you a strategy I use to help me decide what to write about. You are going to decorate the inside cover of your notebook with a heart. This heart can give you ideas for writing if you get stuck.

- Today, I want to teach you a strategy I use to help me decide which story to write. When I can't figure out what to write, one strategy I can use is thinking about people who matter to me and then listing small moments I've had with that person.

- Today, I want to teach you that writers don't just have one strategy for coming up with ideas. We need a whole repertoire of strategies for generating writing. I want to teach you that writers sometimes think not of a person, but of a place that matters; then list small moments that occurred in that place.

- Today, I want to teach you that writers can look at the stuff in our lives and let the things around us remind us of memories.

- Today, I'm going to teach you how to take one of those moments from a person, place, or thing, zoom in and write a journal entry.

- Today, I want to teach you that in addition to strategies for generating writing, writers keep in mind qualities of good writing that help us shape our ideas. Specifically, writers know that to write a story that draws readers in, it helps to write about a small episode. It is important to zoom in on one small story and to tell the parts of the story that matter. Writers retell the sequence of events in our stories,

writing details, telling the story in a step-by-step way.

- Today, I want to remind you that writers of stories climb inside the story, walking in the shoes of the character, experiencing the story as it unfolds and putting that onto the page so that readers can experience it too.

- Today I want to teach you that when you write personal narratives, it is important to put yourself inside the skin of the main character (the character is you, just in a different time and place) and then tell the story through the person's eyes, exactly the way he or she experienced it.

- What I want to remind you of is that writers fill themselves up with the true thing that happened, recall how they've decided to start the story (the where and the how), and then, keeping their minds fixed on the mental movie of what happened, let their pens fly down the page. Writers write fast and furious, pages and pages, finishing a whole draft in a day.

- Today I want to teach you that the lead in a story matters. It matters tremendously because a great lead sets us up to write a great story. I want to teach you that we don't just improve our leads by trying and trying to make them better on our own. We improve our leads by closely examining work we admire and asking, "What exactly has this author done that I could try?"

    - main character doing a specific action

    - main character saying or thinking something

    - establish the setting

- Today I want to remind you that when you write personal narratives, you are writing stories, and you already know that stories have a 'way they usually go.' One of the most powerful ways to improve your personal narrative is to look at it as a story, and to think about whether you have brought everything you know about how stories usually go to bear on your draft.

- Today I want to teach you that writers vary the pace of a story for a reason. Writers elaborate on particular parts of a story to make readers slow down and pay attention to those specific scenes.

- Today I want to teach you that authors ensure that every character, main and secondary, plays a role in forwarding the larger meaning of a story.

- Today I want to teach you that like E.B. White, you can write an ending that leaves your reading with something big at the end. Writers think back to what they most wanted or struggled for in their stories and ask, 'What is it I want to say to my readers about this struggle - this journey?' Then they write an ending that shows this.

- Today I want to teach you that writers think carefully about incorporating figurative language into their story. Writers identify places in a story where figurative language such as similes and metaphors can help to show what the story is really about.

- Today what I want to teach you is this: you can figure out any punctuation mark's secrets by studying it in great writing. (examples of situational lessons/as needed)

    - Comma- What would writing be like without it? What message does the mark send to readers about the words? Does the mark change the sound or speed or importance of words?

- Quotation Marks
- End punctuation

- Today I want to teach you that in this class, we have a great number of resources to strengthen our writing: each other! Our peer editors can look at our work with fresh eyes, helping us to notice ways in which we can improve the mechanics of our writing.

Suggested Activities

- institute and practice procedures for coming to the writing workshop space and turning and talking with a partner
- decorating heart for writer's journal
- create and reference anchor charts
- share pages from students' writing journal as a model
- present and study mentor texts
- list events across fingers
- daily writing, starting small and increasing the amount of time to build stamina
- practice zooming in on small moments
- show a variety of leads
- use technology to publish writing
- plan a celebration of student writing
- figurative language activities that focus on metaphors, similes, idioms, and onomatopoeia

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.

<u>Diagnostic Assessments</u>

Review of student's portfolio from the previous school year, particularly narrative projects

On-demand piece (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.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story." - Taken from *Writing Pathways: Performance Assessments and Learning Progressions, K-5*)

Formative Assessments (Informal)

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

Students' questions, comments, suggestions to teacher

Journaling assignments which are intended to practice teacher-selected skills

Comments, corrections, and records from peer conferences between students

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

On-demand narrative (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

See the "Learning Progession for Narrative Writing- Grade 6" in *Writing Pathways by Lucy Calkins* for ideas to differentiate for advanced learners. For example:

- using transitional phrases to connect what happened to why it happened
- using paragraphs purposefully to show setting changes, new parts of the story, or to create suspense
- developing characters using internal dialogue
- chosing several key parts to stretch out and several to move through more quickly

Integrated/Cross-Disciplinary Instruction

- Students can explore topics to write about related to any subject
- Students can write about their thoughts and feelings of world events and issues. Read from the following books during read aloud or shared reading.
    - *Dandelions* by Eve Bunting
    - *Going West! Journey on a Wagon Train to Settle a Frontier Town* by C. Johmann
- Technology:
    - Use Chrome books to write final copy
    - Write a script for a pod cast sharing a small moment from your life
    - Help peers by offering writing suggestions and posting writing for feedback on a classroom blog or forum

Suggested Mentor Texts and Other Resources

Mentor Texts

- *Peter's Chair* by Ezra Jack Keats
- *Eleven* by Sandra Cisneros
- *Heat Wave* by Eileen Spinelli (leads)
- *Fireflies* by Julie Brinckloe (leads)
- *Goosebumps* by student
- *The Paperboy* by Dav Pilkey (seeds)
- *Shortcut* by Donald Crew (seeds)
- *Charlotte's Web* by E.B. White (ending)
- *Childtime* by Eloise Greenfield

Other Resources

Units of Study in Narrative Writing:

- *Crafting True Stories* by Lucy Calkins and Marjorie Martinelli
- *Launching the Writing Workshop*, Grades 3-5; Lucy Calkins and Marjorie Martinelli
- *A Guide to the Common Core Writing Workshop*, Intermediate Grades; Lucy Calkins
- *Writing Pathways, Grades K-8, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 5 (Assessment-Based Instruction); Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

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.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.