Unit 5 - Narrative Writing

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

Unit Overview

In this unit students will study the connections between the work we do as readers and the work we do as writers, all the while writing true stories of moments from their lives. The teacher will revisit many of the strategies children learned when learning to write true stories in ways that make them interesting, as well as easy to read - giving them ample practice with the process of drawing and revising. The teacher will also want to revisit the rich storytelling work students engaged in at the start of the year. Wherever the students are on the continuum, the teacher will help writers to explore ways to write and revise their writing. Continue to work towards the goal of making their writing easy to read and teaching strategies to help kids make their writing more conventional. During this unit, the class will study the craft of a favorite author to help discover ways to make their writing more interesting to read as well as to write with increased volume. In the final bend, the teacher will move towards the exciting world of fiction writing, asking the children to invent new stories and create characters, while using what they have learned and know about writing focused and detailed narratives.

Standards

LA.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LA.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions

1. How can I use all that I know about writing stories and planning my work across pages to help me write longer stories?
2. How can I write lots of stories and put enough letters so people can read them?
3. How can I study what a favorite author does in his or her writing and then do those same things in my writing?
4. How can I use what I know about writing true stories to help me write lots of beautiful, long, and interesting made-up stories.

Application of Knowledge: Students will know that…

- Writers can use what they know about true stories to write interesting made-up stories
- Writers can write using what they know about letters, sounds, patterns and the word wall so that other people can read their writing
- Writers look at mentor text to make their own writing better
- Writers use all they know as readers and writers to write more and longer stories

Application of Skills: Students will be able to…

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- Add drawings or other visual displays to descriptions as desired to provide additional detail
- Describe familiar people, places, things, and events, and, with prompting and support provide additional detail
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from Units of Study in Opinion, Information, and Narrative Writing, Grade K (Calkins et al., 2013) and *If…Then… Curriculum*, Grade 2 (Assessment-Based Instruction) by Lucy Calkins, Julia Mooney and Colleagues From the TCRWP. They serve as a loose framework for teachers, who will add and or emphasize based on their students' needs.

Teaching Points

Bend I: Using What We Know As Readers to Write Well! Reading and Writing Connections

- Readers picture walk through a book to get an idea of how the story will go. Writers can quickly draw the pages of your book before your write it- a writing picture walk!
- Writers can get ideas for their stories from other writers. One way you can do this is by studying how an author starts a story and then trying that out in your own story.
- Writers use their pictures and words to; Make a beginning for their story, show what happened in order, use actions, talking and feelings, and make an ending.
- Writers reread as they write to check that their stories are focused and in order. We can ask ourselves as we reread " Does that make sense?"
- Writers reread their writing to make sure that their writing sounds right. We can ask ourselves as we reread " Does that sound right?"
- Writers reread their writing to make sure they've spelled their word wall words write. We can ask ourselves "Does that look right?"

Bend II: Reading Like A Writer: Using Mentor Texts

- Writers look at books we know well and think about what makes them so great. We can then try these in our own writing. Note: Start a chart with these craft techniques the kids can try
- Examples: Story beginnings Story Endings Actions Dialogue Feelings Slowing down actions into parts Details in illustrations to show more Bold letters Sound Words
- Partners can work together to peer edit their work; giving their book an easy to read test and marking parts with post-its that are tricky to figure out

Note: Celebrate adding the writing to "New Releases" bin in your classroom library and encourage kids to shop from this bin for reading workshop

Bend III: Inventing New Stories and Creating Our Own Characters: Writing Fiction

- Writers think about what we know about narrative writing; review chart. When we think about our mentor texts, we know that some of them are real stories and some are fiction. The fiction books still use the same things from our list. Note: Teacher may try an inquiry lesson with a fiction mentor text to make the connection.
- Writers can create brand new characters and then write whole stories about their troubles and adventures.
- Create own character
- Invent new and imagined story- what happened to the character?

Activities to support teaching points

- create and refer to anchor charts
- use two-pocket folders for each student to organize writing
- use whiteboards, post-its and alphabet charts for individual use and engagement
- study pages from exemplar writing
- provide and present mentor texts as models
- teach children to read like writers using mentor texts

- create an on-going class book for modeling and trying out new skills
- tap, sketch, or jot across the pages as a way of planning stories
- practice creating mental movies and acting out a story in order to make writing come alive
- add dialogue to writing to bring characters alive
- set mini-writing goals as you move through the writing process
- write long and strong to build stamina
- provide editing checklist to improve 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

On-Demand Performance Assessment Prompt - most useful if done pre and post unit

(More information can be found in *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

Published Work

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

Integrated/Cross-Disciplinary Instruction

Technology

Sketch a small moment in Kidpix

Watch videos of book readings, author interviews, or a small moment

Suggested Mentor Texts and Other Resources

Resources

Crafting True Stories by Lucy Calkins and Marjorie Martinelli

Launching the Writing Workshop, Grades K-2; Lucy Calkins and Marjorie Martinelli

A Guide to the Common Core Writing Workshop, Intermediate Grades; Lucy Calkins

Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions; Lucy Calkins

If...Then... Curriculum, Grade 2 (Assessment-Based Instruction) by 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

The Art of Teaching Writing; Lucy Calkins

The Writing Thief; Ruth Culham

Creating Classrooms for Authors; Jerome C Harste, Kathy G Short with Carolyn Burke

Guiding Readers and Writers, Grades K-2; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Launching the Writing Workshop; Denise Leograndis

The mentor texts listed are mentioned in the *Units of Study*, but many of the titles can be substituted with books you already own having similar characteristics

Mentor Texts

The Box of Treats by Kevin Henkes

The Snowy Day by Ezra Jack Keats

The Night of the Veggie Monster by George McClements

Roller Coaster by Marla Frazee

Owl Moon by Jane Yolen

Shadow by Suzy Lee

Wave by Suzy Lee

Salt Hands by Jane Chelsea Aragon

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.