

# 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

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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

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LA.K.3.2.K A.1	Recognize that thoughts and talk can be written down in words.
LA.K.3.2.K A.2	Observe the teacher modeling writing.
LA.K.3.2.K A.3	Generate and share ideas and experiences for a story.
LA.K.3.2.K A.4	Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.
LA.K.3.2.K A.6	Participate in group writing activities such as experience stories, interactive writing, and shared writing.
LA.K.3.2.K B.1	Show and talk about work samples containing pictures, developmental spelling, or conventional text.
LA.K.3.2.K D.1	Communicate personal response to literature through drawing, telling, or writing.
LA.K.3.2.K D.2	Show and talk about favorite work samples (drawing or writing) with teacher and family.
LA.K.3.3.K A.1	Share experiences and express ideas.
LA.K.3.3.K A.2	Participate in conversations with peers and adults.
LA.K.3.3.K B.1	Share in conversations with others.
LA.K.3.3.K C.1	Use language to describe feelings, people, objects, and events.
LA.K.3.5.K A.2	Discuss favorite characters from books, film, and television.
LA.K.3.5.K B.2	Show understanding of purpose for pictures in books.

## Essential Questions

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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...**

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- 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...**

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- 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**

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**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 you 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**

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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 workshop format is inherently differentiated, as teachers are provided with time during independent student writing time to confer one-on-one with students as well as provide small group instruction. During that time, teachers can utilize formative assessments to target areas in which students need more support, or determine areas in which students are ready to surge forward in their writing. General supports can take the form of:

- provide support as needed during individual teaching sessions
- provide feedback in small group setting
- provide personal copies of teaching charts
- provide modified and/or alternate grade level checklists and rubrics
- provide modified writing paper
- provide appropriate writing partners

More content specific supports can be found when analyzing the "Learning Progressions" in the *Writing Pathways* book. Teachers can look forward to the end of kindergarten or first grade criteria for areas in which students can be challenged to excel.

## **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

