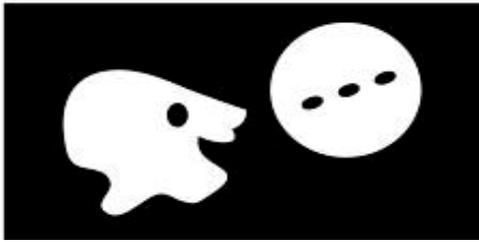


Narrative



Reading & Writing Handbook Grades K-3

Together is Better

Teaching Literacy in Integrated Units



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What is Narrative Writing?

Definition

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Forms of narrative writing include:

Personal narratives and memoirs: students choose meaningful stories from their own lives and share what the experience was like as well as why it was important to them

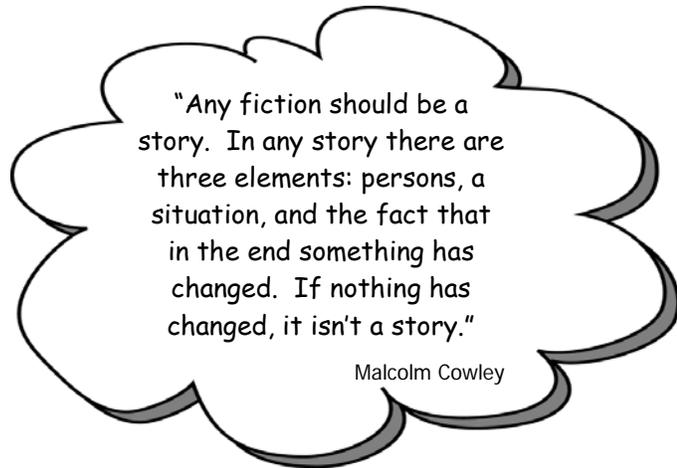
Fictional narratives: These run the gamut of all forms of literature we read.

Fantasy stories including characters with special powers

Realistic fiction drawing on settings and characters from their current lives

Historical fiction which involves researching about a period in history and including factual details about that time within their narrative.

Folktales and fables: students may study multiple examples of folk literature to learn about the structure and purpose for that kind of writing



All well-written narratives use sensory details and create characters whose appearance, speech, thoughts, emotions, and actions enable readers to accept them as believable within the context of the story. Narratives that focus on autobiographical incidents allow students to make close observations of people and places. They involve students in the discovery of the most important details that support the re-creation of personal experiences.

Narrative Writing Standards K-3

W	Writing Standards - NARRATIVE			K-3
TEXT TYPES and PURPOSES*:				
Grade K	Grade 1	Grade 2	Grade 3	
<p>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.</p>	<p>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.</p>	<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

W	Writing Standards – ALL GENRES			K-3
PRODUCTION and DISTRIBUTION of WRITING				
Grade K	Grade 1	Grade 2	Grade 3	
<p>4. (Begins in grade 2) CA</p>	<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>	
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	



Narrative Writing Standards K-3

W Writing Standards – ALL GENRES continued				K-3
RESEARCH to BUILD and PRESENT KNOWLEDGE				
Grade K	Grade 1	Grade 2	Grade 3	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	7. Conduct short research projects that build knowledge about a topic.	
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
Grade K	Grade 1	Grade 2	Grade 3	
9. (Begins in grade 4)				
RANGE of WRITING				
Grade K	Grade 1	Grade 2	Grade 3	
10. (Begins in grade 2) CA		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA		

WRITING



Reading Literature Standards K-3

RL		Reading Standards for LITERATURE		K-3
KEY IDEAS and DETAILS				
Grade K	Grade 1	Grade 2	Grade 3	
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Grade K	Grade 1	Grade 2	Grade 3	
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
Grade K	Grade 1	Grade 2	Grade 3	
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
CRAFT and STRUCTURE				
Grade K	Grade 1	Grade 2	Grade 3	
4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA	
Grade K	Grade 1	Grade 2	Grade 3	
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
Grade K	Grade 1	Grade 2	Grade 3	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	6. Distinguish their own point of view from that of the narrator or those of the characters.	



Reading Literature Standards K-3

RL Reading Standards for LITERATURE

K-3

INTEGRATION of KNOWLEDGE and IDEAS

Grade K	Grade 1	Grade 2	Grade 3
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Grade K	Grade 1	Grade 2	Grade 3
8. (Not applicable to literature)			
Grade K	Grade 1	Grade 2	Grade 3
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

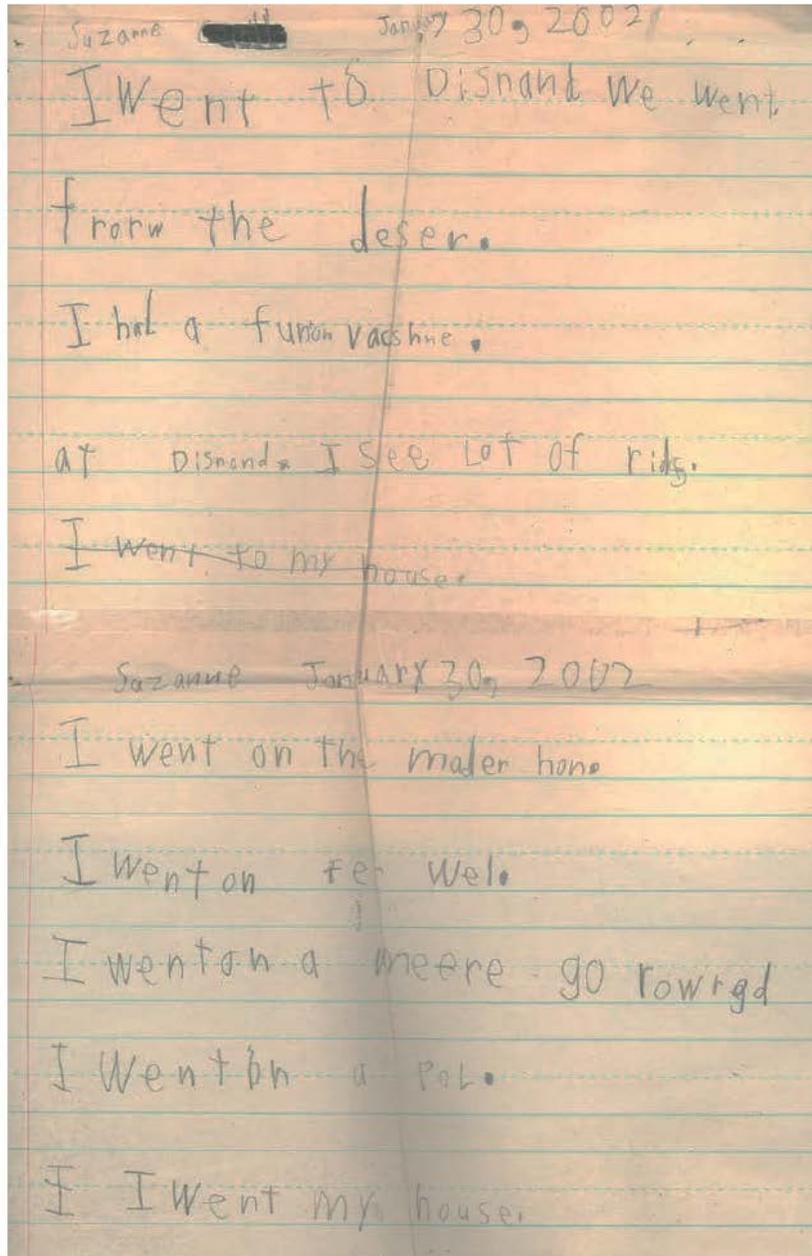
RANGE of READING and LEVEL of TEXT COMPLEXITY

Grade K	Grade 1	Grade 2	Grade 3
10. Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Anchor Papers for Narrative Writing – Grade K

Student Sample: Grade K, Narrative
(Common Core Standards ELA - Appendix C - cde.ca.gov)

This narrative is a process piece that was produced in class.



Anchor Papers for Narrative Writing – Grade 1

Student Sample: Grade 1, Narrative
(Common Core Standards ELA - Appendix C - cde.ca.gov)

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.



I went to buye a hamster
I was so excited I wated to run
All the waye there but I didn't
want to get hurt. I got a
Very nerves hamster but we
bot her then at nite when my

Dad came home he said was is that
Nays it is my hamster I sent my
mom said poby the poby had
this hamster was poby men to
her I didn't want to water her
Beccus she was so soft and cuddly
She felt lik a little cotton ball

Anchor Papers for Narrative Writing – Grade 2

Student Sample: Grade 2, Narrative
(Common Core Standards ELA - Appendix C - cde.ca.gov)

Student Sample: Grade 2, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happened. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plop! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were surprised because when they lost teeth the only thing they got is 50¢.

Anchor Papers for Narrative Writing – Grade 3

Student Sample: Grade 3, Narrative

(Common Core Standards ELA - Appendix C - cde.ca.gov)

Student Sample: Grade 3, Narrative

This narrative was produced in class, and the writer likely received support from the teacher.

When my Puppys Ran away
ONE night when the air was warm, my puppys were sleeping on the back porcho. Me and my sisters were getting ready for bed. When I was in bed, I read a chapter from my Nancy Drew book. When I finished the chapter I turned out my lamp. I wouldn't go to sleep.
I went into the living room. I saw my mom geting ready to walk out the door. I asked "where are you going?" "Just for a drive," she replied. She had a worried expression on her face.
I knew something was wrong. I thought maybe if I went outside and played with my puppys, I would forget about moms worried expression and go to sleep.
When I opened the back door I expected my puppys Maggie and Tucker to jump up on me. They didn't come at all. I called, they still didn't come.
Now I knew something was wrong. I went and woke up my dad, he said moms got it under control. I thought mom had taken them to the vet because something was really wrong. Dad wouldn't tell me anything else. I went to my room and cried. That's all I rembered about that

night because I fall asleep.
The next day I still worried. I worried all through school. When I got home from me and my mom made a snack for sisters.
I asked my mom, "So were are the puppys?" Her eyes started to fill with tears as she answered my question with 3 words, "I don't know," she burst into tears. So did I. She hugged me. "If we never find them I am sure they will have a good home."
I went outside and sat in moms rocking chair. I cried some more. Mom came out I got up. She sat down and motioned me by waving her hand to come and sit on her lap. I went over and cried on her shoulder.
After dinner that night we went looking for them, we couldn't find them at all.
My dad after work each day went to the pound to see if they had picked them up. They didn't at all.
I've got over them leaving because mom says we can get 2 new puppys very soon.

6 Weeks Narrative Writing Overview

Using the **Gradual Release of Responsibility Model of Instruction**, we have developed a basic 6-week sequence for successful teaching and learning of a new writing type (genre). This basic 6-week plan includes modeling, shared and guided writing, revision and editing, and finally sharing, publishing, and a dress rehearsal for on-demand assessment. The sequence is as follows:

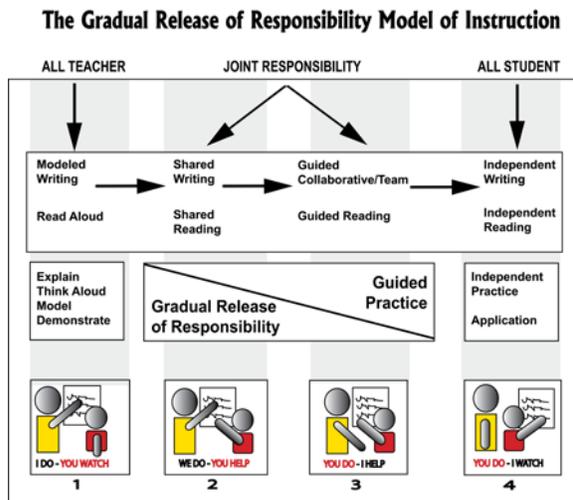
Week One: Introduce the writing standards. Model the whole process for the new text type using teacher modeling as well as examination of “mentor texts” or exemplars from published authors. Focus on identifying the elements of the new text type with color coding or labeling. Write or use anchor papers to introduce the rubric.

Weeks Two-Three: Use shared writing to write a class piece using this text type. Then guide students through drafting 3 or more pieces. Supply varying levels of support depending on student need. Focus on choice of topics as possible. Provide mini-lessons on specific skills as needed.

Weeks Four-Five: Focus on revision and editing mini-lessons as needed using student writing as well as anchor papers. Provide time for peer conferencing as well as one-on-one teacher conferencing as possible.

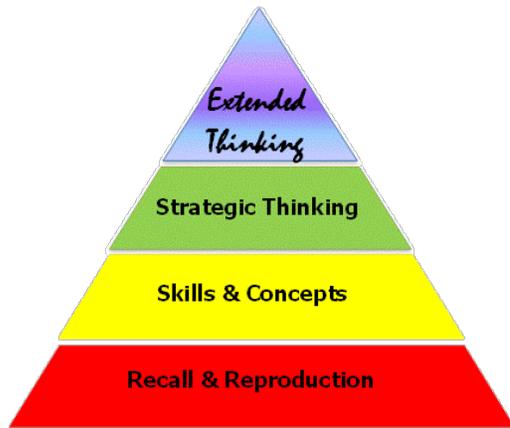
Week Six: Help students choose and publish to final copy their favorite piece. Set aside time to share published pieces with an audience. Give feedback both from teacher and peers. Conduct a “dress rehearsal” for the on-demand prompt if time allows.

The **specific 6-week plan** for focusing on **Narrative Writing** begins on page 19 in this handbook.



This is the **Gradual Release Model of Instruction** incorporated in these lessons.

* **Please note** that teachers may find that their students need more than two weeks to learn to write a particular genre. The teacher will know that it is time to move on to teaching revision and editing when the students have completed **at least 3 complete drafts** of a writing type. Some forms of writing take longer than others to complete, so this section of the sequence may take longer.



Teaching Writing to the Highest Level: Depth of Knowledge and Teaching Strategies for Writing

Webb's Depth of Knowledge 2002

http://www.stancoe.org/SCOE/iss/common_core/overview/overview_dept_h_of_knowledge.htm

DOK Level and Descriptors	Week	Writing Strategies to use during a NARRATIVE Writing Unit:
Level One: Recall and Reproduction: <i>Identify, list, label, match memorize , arrange</i>	1	<ul style="list-style-type: none"> ○ Identify elements of story in a read aloud or story map ○ Highlight or label the parts of a writing type from a mentor text, shared, or modeled writing piece ○ Arrange a cut up piece of writing in logical order
Level Two: Skill/concept: <i>Apply, categorize, modify, organize, draft, collect, cause/effect,</i>	2-3	<ul style="list-style-type: none"> ○ Plan writing using a graphic organizer ○ Write with guidance a piece containing all the elements of the writing type—use shared writing, “how to” charts, and student friendly rubrics ○ Collect and compare examples of mentor texts for the kind of narrative writing (i.e., fables, historical fiction, memoir, etc.) ○ Collect vocabulary to use in narrative writing--aka “grow lists” (i.e., speaker tags, sensory words, figurative language, transition words) ○ Use “quick tries” to practice a new writing technique ○ Modify writing to match a rubric or checklist with peer or teacher feedback
Level 3: Strategic Thinking <i>Assess, cite evidence, critique, develop logical arguments, revise, elaborate</i>	3-5	<ul style="list-style-type: none"> ○ Choose a topic for a narrative piece and select which literary elements to include. Conduct background research. ○ Participate in peer revision techniques, “round robin revision” ○ Collaborate on paired or group writing projects and argue for choices in the writing process ○ Use rubric to score own writing or others, and explain why ○ Revise an anchor paper to improve score
Level 4: Extended Thinking: <i>Analyze, compose, apply in new situation, defend, design, prove, synthesize</i>	6++	<ul style="list-style-type: none"> ○ Choose narrative writing type and format to meet goals for writing audience, for example: design a picture book, create a play, movie script, etc. ○ Conduct an extended research project around a narrative writing type, or historical period, and use what was learned in a new creation. <p>After conducting an “author study,” write an original narrative drawing on the author’s signature techniques.</p>

Teaching Writing - Scaffolding

"Scaffolding is not simply a case
of breaking learning segments into scope and sequence.

Instead, it is a complex interactive process
whereby the teacher regulates levels of support
according to how well the children understand the task at hand."

"By that we mean that the child's behavior
signals the teacher, *I don't need your help anymore.*
I can do this by myself."

Dorn et. Al (1998). *Apprenticeship in Literacy*. York, ME: Stenhouse.

One of the most important aspects of the scaffolding process in writing is the celebration of the independence being earned along the way. The students need to be praised and validated for the skills that are becoming automatic. Understanding that automaticity means mastery provides a springboard for the student to take further risks and go deeper into the writing process. Writers invent themselves from successful feedback and praise experiences.

Most of us unfortunately learned to write through trial and error. We were given a writing assignment, and told how it would be graded. Then we faced the blank page and tried to figure out how to do the assignment to get the grade. Our efforts focused on getting a grade, not on improving our writing. When we are writing, our thinking should be about writing. Once we turned the paper in, we waited with trepidation to see how we did. The marks on our papers either became our "teachers" as reminders of what NOT to do next time, OR they simply made us feel a surge of resistance to any future writing tasks. As a result, many of us do not enjoy writing. This is not the way to train writers. However, it does scare students into copying someone else's voice and style. Writing instruction is sabotaged when students only focus on completing assignments during the K-12 experience. Students learning to write in this way will never get to the depth necessary to be successful in college.

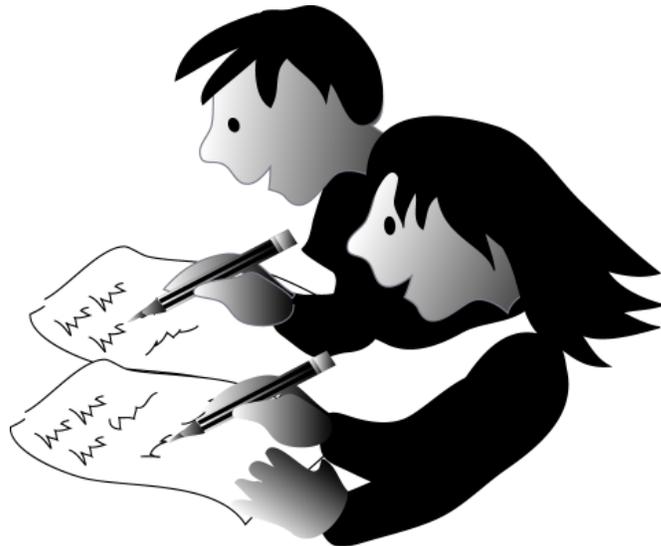
The most successful approach to teaching writing we have found with today's students is to honor the Gradual Release of Responsibility Model of Instruction. The model is shown in the graphic on the previous page. To make this paradigm work, 1) we first model the process through writing in front of the students OR through showing them examples of that writing type. Next, 2) we identify the steps or processes involved with producing that genre and list these in student friendly language. After that, 3) we write another sample piece with input from the class. This is often called "shared writing" or "language experience". Finally, 4) we provide guided writing experiences through mini-lessons preceding an independent writing period. During this phase of the model, 5) teachers can pull small groups of students to re-teach or extend the process based on individual progress with understanding writing skills. Differentiating for the language needs of English learners can also be offered during these small group sessions.

When this supportive flow is offered to student writers they become able to independently write a variety of complex forms of writing as indicated by the grade level standards for their age group. If students are still having difficulty, it's a signal to the teacher that perhaps a more gradual release of responsibility is called for. The teacher can ask him or herself, "Did I model enough? Did we look at enough examples? Did we walk through the process as a group in shared writing? Have I provided support for vocabulary for English learners? Did I leave up the examples and checklists for reference as students write?" If the answer is no to any of the above...more support may be needed.

Teaching Writing - Scaffolding

As an example, we are choosing to provide a detailed explanation for teaching *descriptive writing* as a model for this section. Remember that using description in writing is a skill that extends across all grade levels and needs to be taught and revisited throughout elementary and middle school. The following pages show how descriptive writing instruction may look over a 6-week period. The first few pages in this chapter provide a template for lesson planning with reminders about what might happen during each phase of the model. Detailed notes for each phase follow the template and provide examples of the kinds of teaching charts that may be generated over this 6-week course of instruction. This process is repeated for each of the other genres explored in this book. The amount of time and the individual lessons can be planned by each teacher or grade level team based on the needs of the student writers and the constraints on the instructional schedule.

If necessary, for example, something new in writing could be taught with a single session each for modeling, shared writing, and guided writing. However, writing is a complex task, and most teachers will find it necessary to take more time to teach specific aspects of the writing process at hand. Direct explicit instruction must always be followed by a writing project or inquiry based activity to ensure integration of the material presented. The formula we prefer is: explicit instruction: 10/15minutes – writing practice: 20/30minutes – edit, debrief the process, and get response: 10/15 minutes. This provides for some variation in the classroom time and emphasis but ultimately allows for one hour of writing instruction, practice, support, review, editing, and reinforcement. Stand and deliver writing instruction does not stand alone without practice in writing. Worksheets regarding language conventions and rules are not writing practice; practice worksheets involve the subskills that lead to writing. SO, when we say practice the gradual release model related to descriptive texts, we are asking you to allow the students to **write descriptions** of something on a daily basis.



The Writing Process

The Writing Process

Sea of Talk

Sea of Talk

1. PLANNING

- Choose topic or analyze prompt
- Read, research and take notes
- Organize
- Draw
- Rehearse with talk

2. DRAFTING

- Write thoughts
- Use plan
- Re-read as you write
- Think about audience

3. REVISING

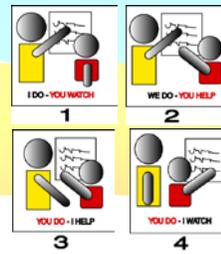
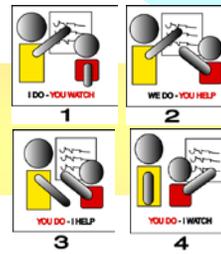
- Reread and check:
- Make sense?
 - Interesting words?
 - Organized?
 - Enough detail?

4. EDITING

- Reread and check:
- Capitals
 - Punctuation
 - Spelling
 - Format

5. PUBLISHING

- Make final copy: type or re-copy
- Share with an audience
 - Get feedback





CCSS Unit Planner for Narrative Writing

"Begin with the end in mind."

READING

WRITING

Grade		<u>Topic/Narrative Type:</u>	
PLANNING	<u>Big, Enduring Ideas and Concepts:</u> Use "Look At" document for content standards. http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp		
	Narrative Standards Literature Standards Content Standards		
	<u>Authentic Mode for Publishing/Sharing:</u> Format (something you would see in the real world—literary magazine, anthology, picture book, movie script, collection of short stories, chapter book, etc.) <i>Style is covered under Writing: W 4 and publishing is in W6 and Speaking and Listening: SL 1-5.</i>		
	Artistic way to publish and share.....		
	CCSS Grade level writing expectations:		
	Writing Standard 3: Narrative, and others		
	<u>Authentic Audience</u> (parents, other grade level peers, little buddies, library display, author's tea, etc.) <i>Audience is covered in Writing: W 4 and W10; and Speaking and Listening: SL4.</i>		
	<u>Assessment:</u> district rubric, peer commentary, portfolio, self reflection <i>Revision is covered under Writing: W5, and peer assessment under Speaking and Listening: SL 1 and 4.</i>		



CCSS Unit Planner for Narrative Writing continued

READING

WRITING

READING and RESEARCH SOURCES	Possible Sources: INTERNET <i>Internet resources are covered under Reading: RI7 and Writing: W6.</i>
	Mentor Texts Authors to study and their websites
	Possible Sources: TEXTBOOKS/BOOKS <i>Other resources are covered under Reading: RL 1-10, RI 9 and Writing: W6-8.</i>
	Possible Sources: OTHER (Guest speakers, community organizations, author visit or skype, etc.) <i>Interaction with people & resources is covered under Writing: W6 and Speaking and Listening: SL 1,2,3.</i>
	Evaluating Sources and Resources Include a lesson on how to evaluate websites and conduct effective website searches. http://www.schrockguide.net/critical-evaluation.html Excellent source of website evaluation lessons <i>Evaluation of resources is covered under Reading: R 7,8,9.</i>

6-Week Plan: Backwards Planning for Success in Narrative Writing WEEK 1

Week 1 Dates: _____ Number of lesson periods _____	
During Reading	<p>Pages from Handbook 25-30</p> <p>Reading to learn about writing: Using mentor texts and close reading.</p> <p>Read aloud/shared reading and notice qualities of good narrative writing-- match with your rubric.</p> <p>Post and label mentor texts.</p>
During Writing	<p>Pages from Handbook 35-36</p> <p>Model writing a full piece. Label the parts of your piece showing elements of narrative writing. Make sure to cover those on your rubric.</p> <p>Encourage "quick tries" with elements of writing you are modeling (page 37).</p>

6-Week Plan: Backwards Planning for Success in Narrative Writing WEEK 2

Week 2 Dates: _____ Number of lesson periods _____	
During Reading	<p>Read literature for elements of the text type (realistic fiction, historical fiction—fables, tall tales, science fiction, etc.).</p>
During Writing	<p>Pages from Handbook 40-43</p> <p>Shared Writing of a narrative with class input. Walk through the process, encourage input with whiteboards or small group discussion, create a "how to" chart (page 44). Continue to encourage "quick tries," page 38.</p>

6-Week Plan: Backwards Planning for Success in Narrative Writing WEEKS 3-4

Weeks 3-4 Dates: _____ Number of lesson periods _____	
During Reading	<p>Continue to explore literature OR conduct research for background information of students' writing choices to develop settings, characters, story line.</p>
During Writing	<p>Guided Writing: students choose, plan, and draft one or more pieces following the process modeled in weeks 1-2.</p> <p>Mini-lessons: provide short targeted lessons on aspects of narrative as needed.</p> <p>Write anchor papers with students to match their rubric. Teacher rubrics are on page 87-90, student checklists are on pages 63-66 of handbook.</p>

6-Week Plan: Backwards Planning for Success in Narrative Writing WEEKS 5-6

Weeks 5-6 Dates: _____ Number of lesson periods _____	
During Reading	<p>Continue teaching literature standards as needed,</p> <p>Consider reducing class time for reading during the final two weeks to give more time for revising, editing, and publishing a final writing piece.</p>
During Writing	<p>Pages from Handbook 74-86</p> <p>Revise: students select one piece to take to publication. Conduct mini-lessons on revision using student work, conference with individuals as possible.</p> <p>Edit and Publish: use self and peer techniques as well as word processing to edit and publish.</p> <p>"Dress Rehearsal": conduct a trial of an on-demand write if time before assessment (page 86).</p>



Read Alouds Planning Sheet



For **Read Alouds**, use this planning sheet to select which standards to focus on for which read alouds you are going to be using during this writing unit.

Reading Literature Standards to cover	Narrative Writing Standards to cover

Best examples from my grade level texts:

District Adopted ELA Texts	Standards to Emphasize
<p>Titles:</p>	
Children's Literature	Standards to Emphasize
<p>Titles:</p>	

Read Alouds

“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. Reading aloud is a practice that should continue throughout the grades.”

Becoming a Nation of Readers (1985)

Benefits of Reading Aloud to Students:

- Introduces students to the language of books--book concepts, story structures, literary language, and specialized vocabulary
- Gives them access to new worlds of knowledge
- Helps them learn new concepts without having to worry about reading each word
- Bridges the gap between oral and written language
- Provides models of fluent and expressive reading
- Exposes students to a wide range of story genres and individual author's styles
- Allows children to see into the worlds of culturally diverse people through the use of high quality multi-cultural literature
- Builds a sense of literary community in the classroom as students experience and discuss texts together

Procedures for Read Alouds:

Book Introduction:

Engage students in a discussion that will help them anticipate the meaning of the selection. This should include lots of talk connecting students' prior knowledge or experiences with the topic.

This may include discussion about:

- the genres type
- the author's style and other books known by that author
- the format of the book

For ELLs: *Use visuals to make the discussion comprehensible (the book illustrations, other charts/maps/photos etc.). Bring in realia when possible that relates to the story. Allow children to rehearse the discussion in their primary language with others. If you are bilingual, provide an overview of the story before reading in the students' primary language. Alternatively, you can provide a book overview in simple English and use the visuals from the text as comprehensible input during this preview.*

Title	Setting	Characters	What happens?	How does it end?
Here is a list of simple stories that take place in school:				
OK Mr. It's Robert, by Barbara Lindell				
IF You Take a Pencil to School, by Laura Horvath				
David Goes to School, by David Soman				
School, by Emily Arnold McCully				
IQ Goes to School, by Mary Ann Fraser				
Julius Reads, by Eric Brown				
Beckett Goes to School				
Froggy Goes to School				
My World Goes to School, by Tammy Schless				
The Remembrance Bears Go Back to School				
I Am Not Getting My Teeth, by Janet				

Read Alouds



During Reading:

Read with expression. Show pictures to enhance the text. Display the illustrations via document camera as possible.

Facilitate analytic talk:

- Stop and connect to background knowledge
- Stop and reflect on the meaning of a word or phrase in context
- Stop and facilitate a prediction

For ELLs: *Point clearly to the illustrations you are discussing, preview parts of the story in conversational English as you talk through the illustrations. Use book illustration, realia, gesture, quick doodles etc. where possible to explain unknown vocabulary.*

After Reading:

Facilitate a retelling using the illustrations to recall the storyline if needed. Encourage full group participation with partner talk, or by assigning each part of the story to a different group or pair of students.

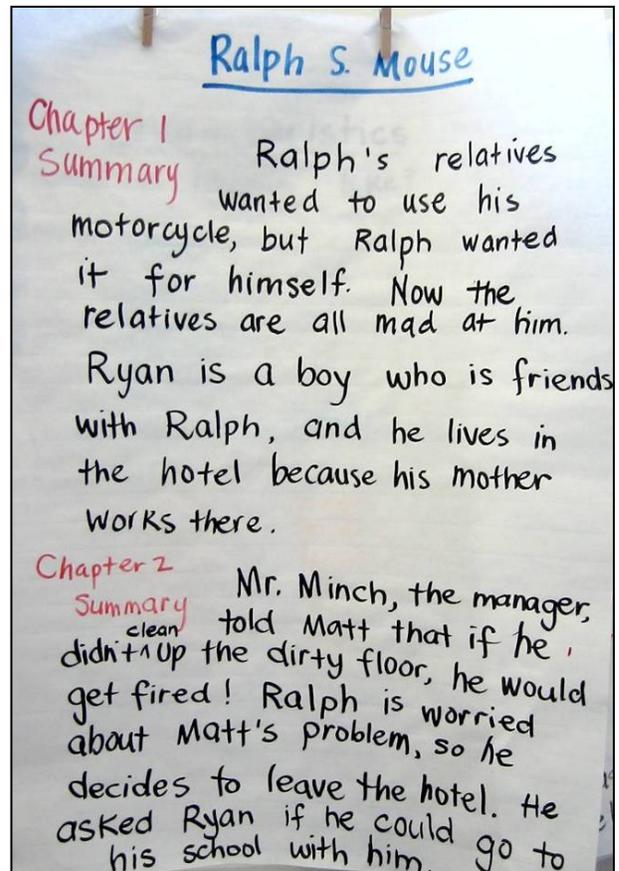
For ELLs: *Use visuals to support retelling (draw on the whiteboard or chart, copies of book illustrations, etc.).*

Chapter Book Read Alouds: (Some tips for keeping all students engaged)

- Begin next chapter with brief shared retelling of previous chapter
- Predict events for *upcoming* chapter
- Discuss individual characters and how they change over the course of the novel

This third grade teacher uses Language Experience Approach (shared writing) to summarize each chapter after a read aloud section. This not only provides students with a tool for recalling events in the novel, but stands as a model for summarizing literature as they write their own reading logs independently.

This will help not only teach reading comprehension, but also provide a model for writing summaries about reading. In addition, if a student is absent he or she can refer to the chart to see what happened in a chapter that was missed.



Teacher Read Alouds Planning Guide

Text Selection and Preparation:

Choose a book above the reading level with rich language, a compelling story, and high interest. Preview book for possible connections to background knowledge, vocabulary, timely prediction points. Mark teaching moves with post-its.

STEP #1	Connect to background knowledge, provide brief introduction.
STEP #2	<p>Read the text with expression!</p> <p>STOP to validate background knowledge</p> <p>STOP to comment on interesting words or phrases.</p> <p>STOP to facilitate a prediction.</p>
STEP #3	After reading, facilitate oral retelling (modeled/shared/independent)
STEP #4	Chart "Words to Keep" (for home, class word bank, personal lists)

GUESS and ADJUST



This strategy can help students learn to use context as a tool for defining unfamiliar vocabulary.



Reading Anchor Standard 4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

⇒ **Choose one to three words** from the read aloud with multiple meanings. Select words that can be clearly defined when read in context, but may have unexpected meanings when read within the story.

⇒ **Students 'Guess' the meaning** of each word.

Ask the students to define word with prompts such as:

- Does anyone think they know what this word means?
- Does this word remind you of any word you know?
- What do you think it might mean? Why?

List the student responses next to the words so that they can check their predictions against what they discover in the text.

⇒ **Read the text.** During this read aloud, project the text on the screen so that when you encounter the word(s) you can explore the context clues around it to find out the meaning of the word in that text.

⇒ **'Adjust' the meaning** of each word using information from its context.

- Discuss the adjustments and why they were made.
- Ask: What information caused you to adjust?



Where to Read More about Read Alouds:

Calkins, Lucy (2001) *The Art of Teaching Reading*. New York, NY: Addison Wesley.

Fox, Mem (2001) *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. New York, NY: Harcourt Brace.

Routman, Regie (2000) *Conversations*. Portsmouth, NH: Heinemann.

Trelease, Jim (2013) *The Read Aloud Handbook*. New York, NY: Penguin.

Trelease, Jim (1993) *Read All About It*. New York, NY: Penguin.

Where to find more on the web:

www.memfox.net You can listen to Mem herself read from several titles on this wonderful site. There is also a lecture by Mem describing how to read aloud to children based on her book, above, on this site.

<http://www.trelease-on-reading.com/index.html>

Totally comprehensive website dedicated to his lifetime study of the power of reading aloud to children. There are loads of free resources such as brochures for parents about reading aloud.

www.readaloud.org

This site houses the national movement to get parents to spend 15 minutes reading to their children daily. It has wonderful downloadable g

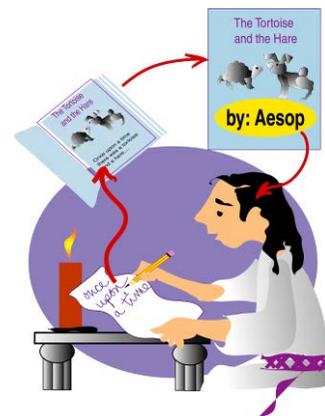
Author Study

for Weeks 1-2 during Reading

Using Author Study to learn about the Craft of Writing:

One of the simplest and most enjoyable ways to inspire quality writing from your students is to pursue an author study. Simply choose a favorite author whose writing is accessible to your students and employs qualities of writing you want to explore. Over the course of several weeks read as many of the author's titles as you can, and analyze the author's style and technique. The benefits of an in-depth author's study beyond literacy basics include:

- Forging deep attachments to favorite books and authors
- Building the classroom community of readers
- Learning about the writing process from an expert



Favorite authors for Authors Study:

Eve Bunting

Eric Carle <http://www.eric-carle.com/home.html>

Tomie DePaula <http://www.tomie.com/>

Mem Fox <http://memfox.com/>

Eloise Greenfield <http://thebrownbookshelf.com/2008/02/18/eloise-greenfield/>

Virginia Hamilton <http://www.virginiahamilton.com/>

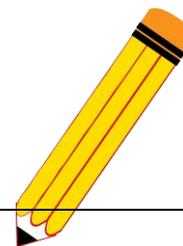
Ezra Jack Keats <http://www.ezra-jack-keats.org/>

Gary Paulson <http://www.randomhouse.com/features/garypaulsen/>

Patricia Polacco <http://www.patriciapolacco.com/>

Gary Soto <http://www.garysoto.com/>

Ask the teachers at your table, who are their favorites?



Author Study

Here are two simple charts you could create during the author study to gather your thoughts and keep track of all the books you read together:

<p>What we know about _____ as a person</p>	<p>What we notice about _____ as a writer</p>
---	---

Literature Matrix

Title	Setting	Characters	What Happens?	How Does It End?	Style

Author Study

Authors as Mentors – Writing Workshop

Developed by Julie DulayThink College Now, Oakland, CA

Choose an author to study. You should have at least 4-5 books by the same author and the author should be one that uses some of the following elements in their writing. It is also helpful if you have read these books to your students beforehand so that the texts are familiar to your class. While Ezra doesn't write in first person, our students should be as we are revisiting Personal Narrative Writing.

- 1. Student writers can write like real, famous, writers.**
(I will use Ezra Jack Keats, but you can substitute any author you like.)
- 2. Ezra Jack Keats plans small moment stories.**
(Writers plan their story with sketches before they write.)
- 3. Ezra's detailed writing matches his pictures.**
(Writers add words to their pictures.)
- 4. Ezra uses adjectives to make his writing better**
(Writers use adjectives.)
- 5. Ezra adds the weather.**
(Writers add weather or setting.)
- 6. Ezra adds dialogue.**
(We can add dialogue.)
- 7. Ezra adds feelings of his characters.**
(We add feelings.)
- 8. Ezra uses leads to draw the reader in.**
(We revise our leads.)
- 9. Ezra uses purposeful endings to wrap up the story.**
(We revise our endings.)
- 10. Ezra uses capitals and periods in his writing!**
(We edit!)
- 11. Ezra publishes his best work.**
(We can publish our best piece!)

Student Checklist for Use on Editing Day:

Name _____ Date _____

AUTHORS as MENTORS

Does my story focus on one TRUE *small moment* from my life?

YES NO

Did I plan my story by sketching it across the pages first?

YES NO

REVISION

Did I add details to my words and my pictures to make it even more interesting?

YES NO

Did I add details about how I was feeling when this story happened?

YES NO

Did I add dialogue details when somebody was talking?

YES NO

Did I revise my lead?

YES NO

Did I revise my ending?

YES NO

EDITING

Did I correctly spell Word Wall Words?

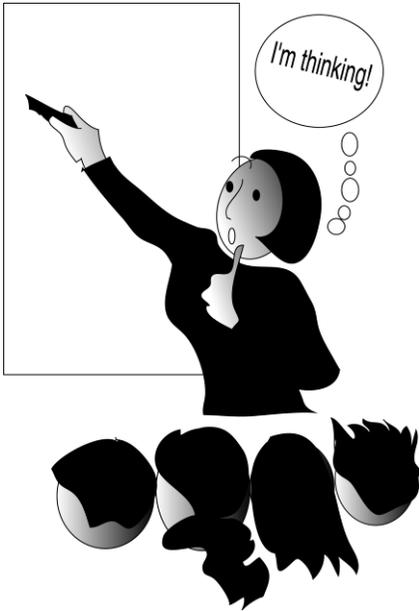
YES NO

Did I use periods and capital letters for every sentence?

YES NO

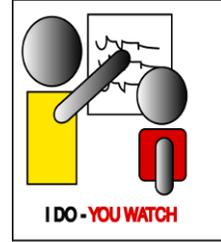
What did I do well in this piece of writing?

Modeled Writing



"Students can go a lifetime and never see another person write, much less show them how to write. ...Writing is a craft. It needs to be demonstrated to your students in your classroom...from choosing a topic to finishing a final draft. They need to see you struggle to match your intentions with the words that reach the page."

Graves, D. (1994) *A Fresh Look at Writing* p. 109-10.



1

"...when I stand in front of the classroom, take off the top of my head, turn on the overhead projector, and invite them to hear my thinking and see what I do as an adult writer, they learn about purpose, patience, and love. They begin to understand the hundreds of choices I make every time I write. They see that almost nothing is accidental, that whenever I write I try deliberately to write well, to create literature about something that matters to me, not merely do another piece for the folder. I show them how I plan, confront problems, weigh options, change my mind, read and reread my own writing as I'm writing it, use conventions to make my writing sound and look the way I want it to or my readers will need it to, and consider questions of audience, intention, craft, and coherence every step of the way."

Atwell, Nancie (1987/2013)

In the Middle: New Understandings About Writing, Reading, and Learning, p. 332

"The Top 5 Things I do to ensure students become excellent writers: Demonstrate that I am a writer who *always writes with a reader in mind* (sometimes that the reader is myself) and make my writing and thinking processes visible."

Routman, R. (2004) *Writing Essentials*.

MODELED WRITING PROCEDURES:

- 1. PLANNING:** prepare for what you are going to write in front of the students ahead of time. You'll want to review the standards for the text type you're modeling, check out anchor papers and other mentor texts from literature to think about any techniques you may want to include. Most importantly, make it REAL for you as a writer. Students are fascinated to hear about their teacher's life or things he/she cares about. I typically write fairly simple narratives about surprising life events involving family, pets, or outdoor adventures. Take care not to choose topics for your writing that are beyond the imagination or background experiences of your students. Help your students see through your modeling that their every day lives may provide opportunities for stories to tell. Once you've decided the direction of your modeling, take some notes on a post-it to keep handy during the lesson, it can be challenging to be thinking out loud as a writer, while also managing a classroom full of students.

Title	Setting	Characters	What happens?	How does it end?
Here is a list of simple stories that take place in school:				
Oh No, It's Raining, by Gillian Goldin				
If You Take a Pencil to School, by Laura Numeroff				
Owled Goes To School, by David Soman				
School, the Only Animal I Really				
Big Green to School, by Mary Ann Fraser				
Arthur Books, by Marc Brown. Many of these may reading books are about adventures in school.				
Biscuit Goes to School				
Froggy Goes to School				
My World Goes to School, by Fanny Schless				
The Broomstick Broom Goes Back to School				
I Am Not Getting Up Today, by Gieve				
Readwreck.org has about 45 simple narratives that can be duplicated so that students can label the basic elements of the stories.				
http://www.readwreck.org/teachers/readwreck-companion/				
www.readwreck.org/teachers/readwreck-companion/				

WRITING Weeks 1-2

- 2. DRAFTING:** Gather the students to the rug or draw their attention to your chart or writing projected on-screen. Tell them that you are going to show them what you do while you are writing, and that their job is to simply observe what you do to see if they can pick up some tips for writing. Older students may even take notes about what you do as you write. Remind them that this is your writing, not a shared writing. To make this literal start by writing your title and listing yourself as the author.

Begin writing and keep a running dialogue going about every step of your thinking process. Your monologue might sound like this:

"So I was looking at my notes and thinking I might want to start this story off with the sound of my cat meowing to get the reader's attention. Let's see, I could write.....Meeooooow, meeooow! A howling noise outside the window interrupted dinner at the Jones' house..... Ok, that's a start, it tells when it happened and where, now I need more detail.... Suddenly, Ms. Jones realized she hadn't seen my cat since she got home from working late at school..... Ok, so now they know the main character is a teacher..... "Not again! What are we going to do about Jason's cat? He seems to want to cause a nuisance every day."

This dialogue will let the readers know *the character doesn't like this cat.*

- 3. REREADING:** Modeled writing gives teachers an authentic excuse for teaching students to reread as they write. After you add each sentence or two, tell the students you need to reread what you have so far to see about what you will write next. Continue to reread and add more writing until you are done with the whole piece or the section you are working on for that day.
- 4. REVISION:** Modeling allows you to show students in a natural way how some revision happens as you are writing a piece. Feel free to modify words or sentences as you go during modeled writing. For example in the piece above, I may, after rereading the first part, add a descriptor to howling: *"a mournful howling"* might sound better.
- You can show the students how to insert more language with a caret. ^
- 5. CONVENTIONS:** Modeled writing is not the time to focus on conventions. Making errors on purpose so that your students can "catch" you, takes the focus away from the purpose of modeled writing which is to demonstrate for students what good writers do in their heads as they write. Belaboring the modeled writing process with talk of the conventions will distract students from the composing process.
- 6. DEBRIEFING:** When you are finished, ask students to share with you what they saw you doing as a writer. You may want to start a chart labeled "What Ms. _____ does when she writes" and list there what the students notice that you do so they can remember literally what you did when they are working on their own pieces.

Photos of Modeled Writing

A Special Gift

- I-Home
- Starbucks apron
- Kathy Van Zeeland purse
- my dog Sampson
- diamond tennis bracelet

 <ul style="list-style-type: none">• green• made of cotton• strap over neck• two strings to tie in back• black siren on chest	 <ul style="list-style-type: none">• like coffee	 <ul style="list-style-type: none">• thick, rough cut
--	---	--

Topic Sentences

At Christmas, I got a gift. It was a _____

On my _____ birthday special gift. It was _____

My Special Gift

Topic Sentence
3-5 Detail Sentences
Concluding Sentence

On my 40th birthday I received a very special gift. ^{from my Uncle Rick.} It was an apron from Starbucks. It was green with a black and white siren on the chest. It had a strap to go over the neck and two strings used to tie around the waist. It smells like freshly brewed coffee right from the store. When I first took it out of the plastic package it felt like stiff, thick canvas. It was the best gift I could ever ask for because I love Starbucks and only employees are allowed to have aprons.

“Quick Tries” for Writing

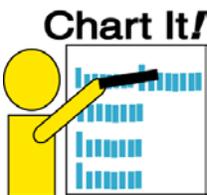
Letting students “have a go” with a writing idea

An effective way to get students to put a mini lesson or shared writing demonstration to use right away is to encourage **Quick Tries**. Following any lesson, have students try out the demonstrated strategy. For example, if you’ve just produced a piece of your narrative during shared or modeled writing with lots of visual detail, ask students to close their eyes and visualize the opening scene of their story. Next, ask them to write out what they saw as quickly as they can without worrying about spelling or even neatness! This is very similar to a “free write” but strategically focuses on the writing element the students just learned about. This also removes any pressure for correctness that students may feel when they are adding writing to a larger project.

Other examples of “quick tries” while teaching narrative writing might include:

- Write a piece of dialogue for your character. What would your character say to someone in your scene?
- Write to show how your character is feeling without using any feeling words
- Write a few sentences to describe what it sounds like in your setting

You’ll need to model this for your students to help them see how to really go for it during “quick tries”. Go ahead and show students how you try an idea, cross out and start over, or even stop mid-sentence if it isn’t going well. You may want to create a chart like this to free students up:



Quick Try Tips:

- Keep your pencil moving
- Don't worry about spelling
- Don't get too picky
- Try several ideas and don't worry about which is best

WRITING Weeks 1-2

SPECIAL ED ENGLISH EXTEND JUMPSTART

Differentiation Techniques for Narrative Writing are at the end of this handbook.

Narrative Differentiation Techniques

Narrative Writing

Most Special Education students can learn to write to grade level content standards with a higher level of scaffolding as well as a more gradual release of responsibility to the student. This means that every student can benefit, allowing your class to be greater as the teacher is writing a grade level with the student. For more on scaffolding, visit www.ck12.org/parents/parenting-the-choices-of-choices-for-developing-your-child. The following suggestions provide one example of what may be required scaffolding and a more gradual release of responsibility.

Week 1

Read Alouds
Choose a variety of texts, and read several very short pieces. These and talk about each story element, then list it on a narrative matrix that is completed.

Title	Setting	Characters	What happens?	How does it end?

Here is a list of simple stories that take place in school:

- 10. How I Got My Name, by Bobbi Lieber
- 11. How I Got My Name, by Bobbi Lieber
- 12. How I Got My Name, by Bobbi Lieber
- 13. How I Got My Name, by Bobbi Lieber
- 14. How I Got My Name, by Bobbi Lieber
- 15. How I Got My Name, by Bobbi Lieber
- 16. How I Got My Name, by Bobbi Lieber
- 17. How I Got My Name, by Bobbi Lieber
- 18. How I Got My Name, by Bobbi Lieber
- 19. How I Got My Name, by Bobbi Lieber
- 20. How I Got My Name, by Bobbi Lieber

For more on scaffolding, visit www.ck12.org/parents/parenting-the-choices-of-choices-for-developing-your-child. The following suggestions provide one example of what may be required scaffolding and a more gradual release of responsibility.

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DIFFERENTIATION

Writers' Notebooks

Many teachers have students keep a notebook with all of their writing ideas, drafts, and “quick tries” or “free writes” in it all year. Some teachers encourage students to really live like a real author by carrying their writer’s notebook with them at all times. These teachers encourage students to jot down notes with impressions, ideas for stories, words and phrases they like, and personal journal entries throughout their day and at home.

Professional Reading Resources for Writers' Notebooks:

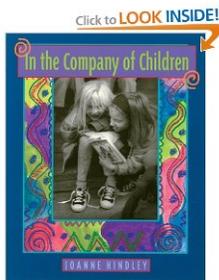


Notebook Know-How, by Buckner, Aimee, Fletcher, Ralph (2005)

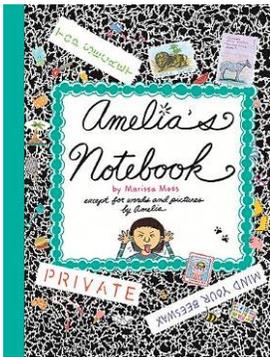
In the Company of Children, by Joanne Hindley (1996)

“A writer’s notebook can be many things: a place to make mistakes, to experiment, to record overheard conversations or family stories, to remember an inspiring quotation, to free associate, to ask questions, to record beautiful or unusual language, to jot down the seeds of unborn stories or story beginnings, to tell the truth or to lie, to record memories, to embellish memories, to remember what you’ve been reading, to record stories you’ve heard about other people, to remember one word that conjures up an image, to remember things you’re surprised by, to observe, to record impressions, or to describe a picture or a person or an image you can’t get out of your head. A writer’s notebook is a receptacle, a tool to hold on to things.”

Joanne Hindley, *In the Company of Children*

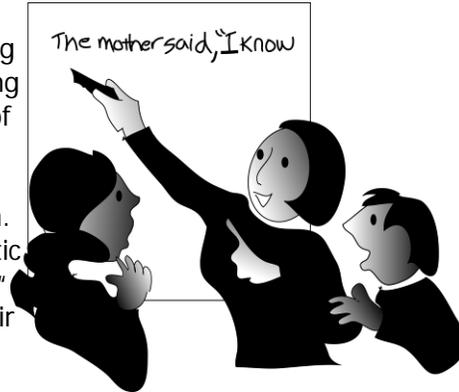


Amelia's Notebook, by Marissa Moss is the first of a series of books which are written entirely in the format of the main character’s notebook or personal journal. They are full of drawings, stories, and notes about her life as she grows up all the way through high school. These can inspire students who are inclined to use a notebook to record their thoughts and ideas.



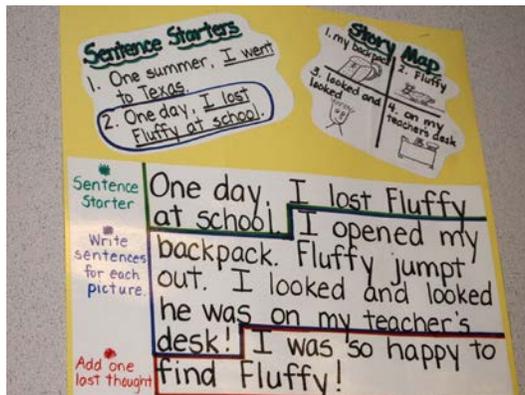
Weeks 2-3: Shared Writing

In shared writing sessions the teacher and students compose writing collaboratively. They discuss the writing together to choose topics, words, and create the meaning they want. The teacher acts as a guide, not a director of the material. While acting as a scribe for the class she enables children to compose far more complex material than would be possible for students writing on their own. The teacher takes care to keep the experience democratic by **avoiding** suggestions such as, "I would choose," or "don't think that should come next" — instead invites their judgment with questions such as "What do you think about...?" or "Does that fit in here next?"



Why use Shared Writing aka the Language Experience Approach?

- Offers a **perfect match** between the English language the student controls and the reading task at hand.
- Provides a means for teachers to discuss in detail **how texts work** and how words are written within the context of a meaningful experience.
- Demonstrates **conventions of writing**--spelling, punctuation and grammar.
- Supplies reading material in the classroom that is meaningful and **readable for all students**.
- Focuses students on **composing**, and leaves the writing of the material to the teacher.
- Helps students see **new possibilities** for their own writing. Many students can share orally material which is far more complex and interesting than what they are able to write independently.
- Aids students to see how to **organize their writing** in terms of sequence, categories of information, and transitions.
- Builds a **sense of community** as class events, feelings, and thoughts are shared and written down.
- Enables both students and teachers to **gain confidence** in their writing ability.



SPECIAL ED ENGLISH EXTEND JUMPSTART

Differentiation Techniques for Narrative Writing are at the end of this handbook.

SPECIAL ED ENGLISH EXTEND JUMPSTART

Differentiation Techniques Narrative Writing

Week 1

Read Alouds
Choose a novel, book, and read several very short passages. These and talk about each story element, then list it in a literature matrix that is simplified:

Title	Setting	Characters	What happens?	How does it end?

Here is a list of story elements that have been included:
 1. In the End, by Billie Jean King
 2. The Boy Who Swam to England, by David Almond
 3. The Boy Who Swam to England, by David Almond
 4. The Boy Who Swam to England, by David Almond
 5. The Boy Who Swam to England, by David Almond
 6. The Boy Who Swam to England, by David Almond
 7. The Boy Who Swam to England, by David Almond
 8. The Boy Who Swam to England, by David Almond
 9. The Boy Who Swam to England, by David Almond
 10. The Boy Who Swam to England, by David Almond

WRITING Weeks 1-2

Shared Writing with Narrative

STEP 1: Choose the Focus of the Writing

Brainstorm with the students possible elements for the story you will write together. You can have students provide their ideas via individual white boards and list these using the “no repeats” strategy. That means that when one person has shared their idea, others who have written the same idea on their white board check it off, so when it is their turn they don’t repeat the ideas. Your charts may look something like this for a Historical Narrative in 4th realistic fiction in first grade.

<p>Settings</p> <ul style="list-style-type: none"> • playground • library • store • school • park • fire station • back yard • restaurant 	<p>Characters:</p> <ul style="list-style-type: none"> • boy • girl • teacher • fireman • librarian • store keeper • cook 	<p>What could happen?</p> <ul style="list-style-type: none"> • get lost • scary noise • make a new friend • play a new game • find a special thing • fire • lost pet
--	--	--

STEP 2: Choose focus for story and do planning together

Have your students vote on, or otherwise choose the focus for the narrative you will write together. You may leave it up to them, or if you want to model something in particular via this shared writing experience, you may say something like, “today we are going to write a story together set in the park near school so that you can all understand this process, later you will get to choose the setting, characters and plot for your own narratives”. Sometimes it simply takes too long to choose a topic for the class shared writing, so it’s easier to determine this one since the focus is on the “how to” process, and the topics that are “hot” with the kids in terms of what they want most to write about can be reserved for their use in this way.

Display the planning form you are going to use for guided practice for your students. Examples of these are included on pages 50-55:

Use input from whiteboards to fill in the planning form with the group. Take care to provide paired and small group discussion opportunities between each step of the planning to encourage full participation and not allow the planning choices to be dominated by few.

The image shows three different planning forms for narrative writing. The first is a 'Personal Narrative Graphic Organizer' with sections for Beginning, Middle, and End, each with a specific question. The second is a 'Narrative Story Planner' with sections for Beginning, Middle, and End, each with a specific question and a 'Chart It!' icon. The third is a 'Character Development Graphic Organizer' with a table for character traits and questions about the character's mind, name, and speech.

STEP 3: Draft the writing with student input:

At this point, you can write the narrative on chart paper in front of the students, or type it into your computer projecting the text on the screen. Title the piece and list the name of your class as the author so that students don't later copy from this text that has already been written.

As you write each sentence of the narrative, talk out loud about each element and get input from the students about the writing via whiteboards or sharing aloud. Having students write their ideas for the sentences takes time, so you may only do that for key elements you want to focus on such as a great opening line, a piece of dialogue, or vivid word choice to include in particular sentences. Encourage students to "try on" several ideas for each sentence before writing it into the piece to support flexibility in their own writing and help them see how writing is really about making choices about what to say.

Reread from the beginning of a paragraph or section before adding each new sentence. This will model a critical element of the writing process as well as keep the class focused on the task. After rereading say something like, "I wonder what we could say next to help the reader....." "Do we like the way that sounds?" Check off items from your planner as you compose the piece so students can see explicitly how to use a planner to create connected text.

STEP 4: Reread and Revise:

If time allows, come back to the text the next day and reread for any revisions. This may include refining word choice, adding detail, providing a stronger conclusion, etc. Use a different color of text to help the students see the changes.

STEP 5: Label the Model and Create a How to Chart:

Writing a Narrative Based on a Long Time Ago:

1. Learn about a place and what it was like long ago.
2. Choose a setting from that place. Look at pictures to understand what it was like.
3. Choose some characters from that time.
4. Think about something that could happen during that time.
5. Plan your story.
6. Write a good beginning that describes your setting and your characters.
7. Write about what happens in order and use sequence words.
8. Write dialogue to show what your characters would be saying.
9. Write an ending to your story,
10. Read your story to a friend to see if you added enough detail so that they understand what is going on.
11. Edit: check for spelling, capitals, and punctuation.
12. Share!

Once complete, take time to label the piece with all of the elements you included such as story starter, description of setting, introducing and describing characters, dialogue, conflict or problem in plot, resolution, etc. You'll also want to highlight or point out verbal elements included in the rubric for your grade level such as transition words, sensory language, vivid verbs, etc.

Finally, create a "how to" chart that lists the steps of piece you created together. It may look something like this:

Historical Fiction Writing Planner

Name: _____

Narrator: _____

1st person? Tell as if you are the main character, use I and me

3rd person? Tell as if you were outside the story and use he, she, they

Time Period: _____

Beginning

Setting: What did the surroundings look like? What kinds of buildings did people live in? What sounds and smells might they have encountered?

Characters: What kinds of people lived during that time? What roles did they play in their community? What was life like for young people?

Middle

Conflict/Challenges: Think of a challenge people faced and how you might turn that into a story.

Dialogue: How would people speak to each other during this time?

End

Resolution: Think of a way to end the story that is believable for the time period.

Teacher Tips for Making Shared Writing Flow Smoothly

Pacing:

Keep it lively! Remember the focus is on the content of the writing, and the “how to” of the decision making along the way. Don’t distract or slow down for conversation about conventions, spelling, or taking too long to choose the “perfect” word. You may want to spread the creation of a shared writing piece over several sessions to keep each session to 15-20 minutes.

Teacher Talk:

Use respectful language that honors contributions from the class. Say things like:

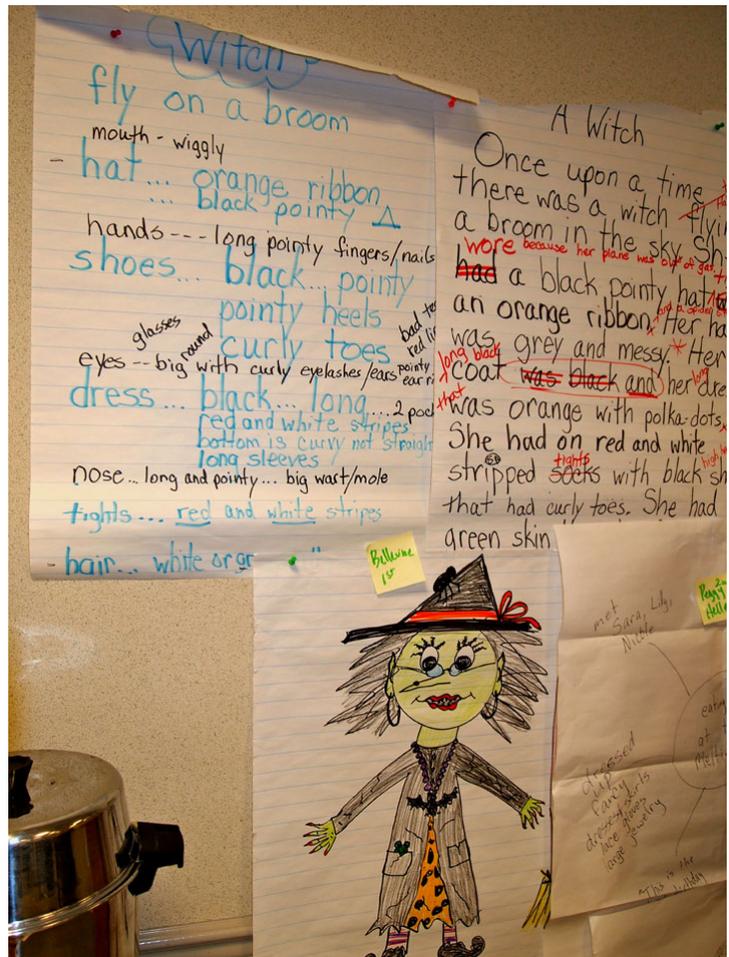
- Great idea, let’s include that
- Thanks for sharing your thinking about that
- That’s one way to say that, here’s another, what do we think?
- What else do we want to add to our piece?
- Interesting idea, why don’t you keep that one for your piece (if the idea is off topic or there isn’t room for it in the class piece)

Encourage focus on the content from the readers perspective:

- How can we say that so the reader will know.....
- What words shall we use here to let the reader know this is about.....
- Let’s reread, do you think our reader will be able to visualize.....do we want to add some more detail to help them?
- How can we start so that the reader will want to read our piece?

Professional Reading resource for Shared Writing:

Routman, R. (2005) *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*. Portsmouth, NH: Heinemann.



Building a “How To” Chart with Your Students:

After you have

- Looked at examples of a text type with your students.
- Learned to identify the elements of the text type
- Modeled the process once in front of your students

It's time to write a piece together with input from the students through “shared writing” or the “language experience approach”. Follow the procedure on pages 37-40 to create a shared piece of writing together.

Once the piece is finished, label the parts of the writing with the elements you are highlighting for that text type.

Next, create a “how to chart” listing the steps you just completed to create the class shared writing. Here is an example of what that may say:

Sample “How To” Chart for Grades K-3

1. Choose your setting and characters.
2. Think about something that could happen in that place.
3. Plan your story on a story map.
4. Write a good beginning.
5. Write about what happens.
6. Use sequence words to let us know about the beginning, the middle, and the end.
7. Use details to help us see what is going on.
8. Write an ending to your story.
9. Read your story out loud to a friend to see if it makes sense and has enough detail.
10. Revise your story.
11. Edit your story.
12. Share and celebrate!

Interactive Writing Basic Procedure

PLEASE NOTE: It is critical that teachers know what each student understands about letters, sounds and concepts of print prior to using this technique. The teacher uses this information to help select the level of participation each student will take during the session.

1. The teacher and children compose a short text. The subject may include the retelling of a familiar story, a classroom experience, a list for a recipe, labels for a science project, etc.
2. Once the message is decided upon, the teacher helps the children remember what will be written by repeating it with the children several times. Next, count how many words will be written in the message.
3. The teacher and children write the message word by word on a piece of chart paper. The teacher guides the children through the concepts about print as necessary throughout by reminding them of conventions such as where to start on the page, what to do at the end of a line, spaces between words etc. The teacher invites students to write words or letters within the text as they are able. Children may practice on a practice sheet before adding their bit to the chart. A letter chart, name chart, word wall, and teacher modelling on a chalkboard or "magnadoodle" provide additional supports where needed.
4. Words that are not known by the group are said slowly several times in order to be analysed for the sounds and predict letters that may appear in the word. Children may supply some or all of the letters. The teacher provides those not given by the children. During the process of constructing a word, the teacher reminds children of what they already know about words that may help them figure out a new word.
5. As each word is written the whole text is reread from the beginning in order that the children will know which word is to be written next.
6. It is important that the product of the interactive writing session be readable by the children. Post-it correction tape may be used to fix up any errors in letter formation or placement as the text is completed.
7. The resulting text is posted where all students may reread it independently throughout the day. Children will also refer to this text as a resource for their own independent writing.



2



3

Differentiation Techniques for Narrative Writing are at the end of this handbook.

Narrative Differentiation Techniques Narrative Writing

Most Special Education students can learn to write by using lower content level standards with a higher level of scaffolding as well as a more gradual release of responsibility to the students. This means that when the students are ready, all writing from start to the finish is the teacher's responsibility. The teacher should be able to provide the students with the necessary scaffolding to ensure that the students are able to write independently. The following information provides one example of how to scaffold the writing process and a more gradual release of responsibility.

Week 1

Choose a narrative topic that is interesting, familiar, and allows for a clear beginning, middle, and end. The teacher should model the writing process and provide the students with the necessary scaffolding to ensure that the students are able to write independently. The following information provides one example of how to scaffold the writing process and a more gradual release of responsibility.

Read Alouds

Choose a narrative topic, and read several very short pieces. Discuss and talk about each story element, then list in a narrative matrix that is simplified.

Title	Setting	Characters	What happens?	How does it end?

Here is a list of simple stories that take place in school:

- If You Lose a Homework Sheet, Do You Lose It?
- Read Aloud to School by David Almond
- School by Eve Ivens (1972)
- 22 Names to School by Mary Ann Fraser
- Another Reading by Peter Brown. Many of these easy reading books are available in school.
- Read Aloud to School
- Progress Goes to School
- The Rememberer Book by Jack Gantos
- My Friend is a Book by Sharon Creech
- The Way to School by Robert D. Wood
- I Am Not Learning by Helen Oy Rhee

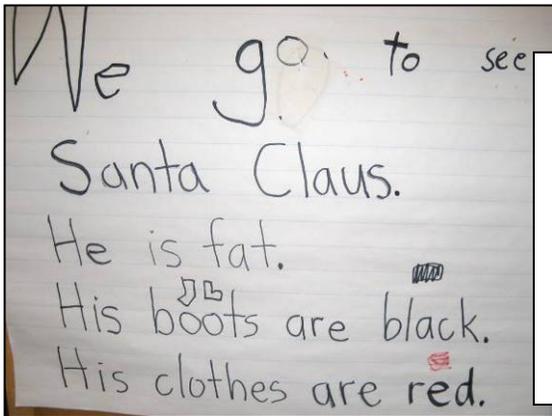
Handwriting has about 40 simple sentences that can be duplicated so that students can label the basic elements of the stories.

<http://www.charlotte-knox.com/Handwriting-40-simple-sentences>
<http://www.charlotte-knox.com/Handwriting-40-simple-sentences>

Interactive Writing



Interactive writing can play a dual role when it is used to not only teach students how it works, but the writing itself is teaching the grade level standards as well as reminding students about reading strategies and ...



This kindergarten teacher has used a combination of shared and interactive writing to show students how to write about seeing Santa Claus at a school assembly. The first four words of the first sentence have been written by the students in class because they are sight words the students already know. The rest of the text was provided orally by the students and written down by the teacher so that the students could read it back to themselves. The graphics for boots, black, and red were added to the chart as anchor points to help these emerging readers "read" this extended text on their

Assessment Considerations:

1. Teachers may observe the ability of individual children to contribute sounds and words to the text as an assessment during the lesson. During small group interactive writing sessions different colored pens are given to each student and the text is signed by the students at the end of the session. This provides a record of what was contributed by each student.
2. In order to involve all children in the experience, it is important that the teacher is aware of the individual abilities of the students. The teacher is then able to invite children to contribute successfully.

Further Reading:

- Button, Johnson, and Furgerson (1996) "Interactive writing in a primary classroom." *The Reading Teacher*, 49 (6). 446-494.
- Dorne, et al. (1998) *Apprenticeship in Literacy*. pp.58-64. Stenhouse.
- Fountas and Pinnell (2001) *Interactive Writing*. Portsmouth, NH: Heinemann.
- (1996) *Guided Reading: Good First Teaching for All Children*. pp. 23-38, 164, 170, 182. Portsmouth, NH: Heinemann.
- Swartz, S. et al. (2002) *Interactive Writing and Interactive Editing*. Carlsbad, CA: Dominic Press.

Interactive Writing

Title: The Wheels on the Bus

Characters: The girls, grandma

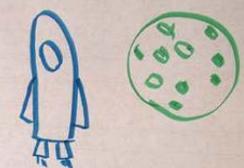
Setting: at the store, at the bus stop

Beginning: They went shopping for new coats.

Middle: They waited for the bus and sang a song.

End: They missed the bus so they took a taxi.



First, Mrs. Lauchner's class got on a rocket.

Next, we rode the rocket to the moon.

Then we ate our lunch on the moon.

Last, we went back to school.

Hummingbirds



Hummingbirds are the smallest birds. The mommy hummingbird builds the nest. It is so tiny only a penny can fit inside. Her egg is the size of a raisin. A hen's egg is huge next to it. She sits on the eggs for two or three weeks. When the babies hatch they are naked and not able to see. They fly out of their nest three weeks later and leave their parents.



Ladybugs



We like ladybugs. They lay eggs. The eggs are oval and yellow. The eggs hatch and they turn black. The baby ladybugs eat lots of aphids. They lose their skin and they turn yellow. Next they turn red. Then they get their black spots.



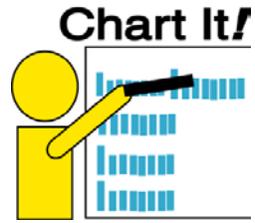
WRITING Weeks 3-4

Name: _____

My Sentences for the week of

<p>On Monday we went to the library.</p>	<p>On Tuesday we went to see the big kids play soccer.</p>
<p>On Wednesday we went to science to learn about ants.</p>	<p>On Thursday we went to read with our big buddies.</p>

Narrative Story Planner



Working Title: _____

Author: _____

Beginning *(For K-3 students encourage drawing as well as listing ideas in note-form to develop ideas, you may want to give them 3 pieces of paper with a place for drawing as well as notes instead of this form to allow more room.)*

	Characters Setting Problem
--	---

Middle

	Events and action
--	--------------------------

End

	Solution, what was learned?
--	------------------------------------

Personal Narrative Graphic Organizer

Beginning	What? Where? With whom?
Middle	What happened? Tell me more:
End	Feeling or Solution

WRITING Weeks 3-4



Personal Narrative Graphic Organizer

Beginning	What? Where? With whom?		
Middle	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">What happened?</td> <td style="width: 50%;">Tell me more:</td> </tr> </table>	What happened?	Tell me more:
	What happened?	Tell me more:	
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">What happened?</td> <td style="width: 50%;">Tell me more:</td> </tr> </table>	What happened?	Tell me more:
What happened?	Tell me more:		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">What happened?</td> <td style="width: 50%;">Tell me more:</td> </tr> </table>	What happened?	Tell me more:	
What happened?	Tell me more:		
End	Feeling or Solution		

WRITING Weeks 3-4



Graphic Organizer: Sensory Detail

Sights



Sounds



Smells & Tastes

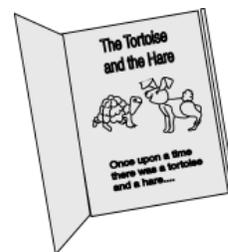


Feelings



WRITING Weeks 3-4

Writing Fables

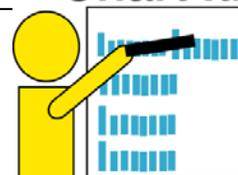


Standard: Starting in Grade 2, CCSS Standards for Reading Literature (RL 2) include recounting basic plots of fables and folktales from around the world: “determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.”

Other CC Standards that apply: Reading Literature 2, 3 and 9 (see page 8-9 in this handbook); and Writing 3 –Narrative (see page 6-7 in this handbook).

Use the following chart to begin the process of learning about fables.

Chart It!



This week we are learning about fables.

- A fable is a story that has these elements:
- They are usually very short.
- They usually have 2 or 3 characters.
- The characters may be animals or things that can talk and act like people.
- They always have a lesson or a moral.

Your independent work is to write your own fable.

Theme3

"The author's message is _____"

Title	Author's Message
The Hare and the Tortoise	Slow and steady wins the race.
The Ant and the Grasshopper	A wise person prepares for the hard things in life.
The Fox and the Crow	Beware of people who flatter you because they want to take something from you.

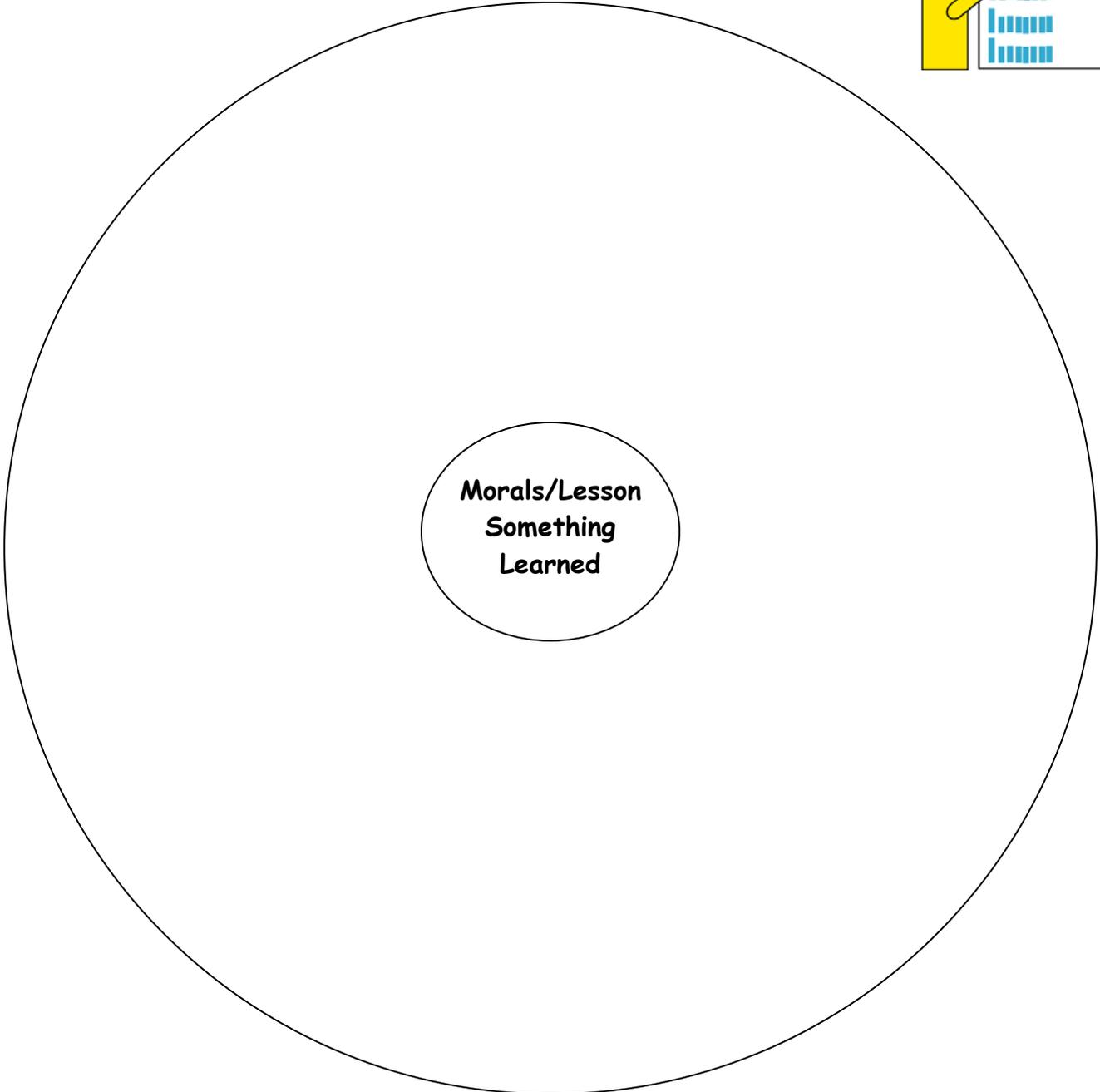
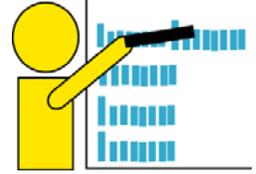
In order to prepare students to write their own fables, they must first read many of them and identify the theme or lesson in each. Next they can create their own versions based on their understanding of how stories can be constructed to provide a lesson about the world.

Fable Story Organizer

Working Title: _____

Author: _____

Chart It!



WRITING Weeks 3-4

This process is adapted from Thinking Maps at www.thinkingmaps.com.

Fable Story Planner

Working Title: _____

Author: _____

Chart It!



Beginning

	Characters
	Setting
	Challenge

Middle

	Events and action
--	-------------------

End

	Solution, what was learned?
--	-----------------------------

Introduction to The Night Writing Project



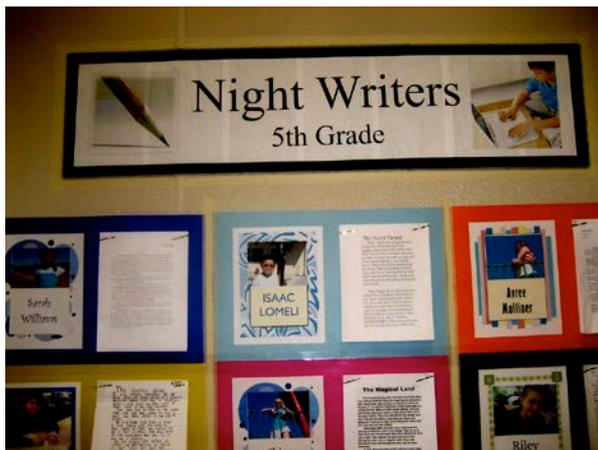
What is Night Writing?

It is a fun practice process that brings students into writing with ease, creativity and a great deal of enthusiasm. It is not a substitute for writing instruction, nor is it simply more "homework"; it is a way to "hook" students into writing meaningfully. Students receive a new writing prompt and supporting graphic organizers, revision ideas, and editing checklists for each weekly packet on Monday. Teachers provide a mini-lesson each day that guides that night's step in the writing process—

- **Monday**-prewriting with a graphic organizer
- **Tuesday**- drafting
- **Wednesday**- revision with a weekly focus
- **Thursday**- editing
- **Friday** -publishing and sharing

We have had great success with the project for the last 7 years. Teachers from four northern California districts have contributed their lessons to make it a truly teacher designed program. Your involvement with professional development services from knoxeducation.com gives you access to the 40 lessons and handbooks and instructions in Microsoft Word format so you can change them as you may need or PDF format so you can just print them out as is.

All Night Writing packets have been upgraded to reflect the California Common Core Standards.



The next page provides a list of the current prompts, handbooks, and resources available for Night Writing on our website, www.knoxeducation.com.



Night Writing Lessons and Resources



Each document is available for download in PDF format and Microsoft Word format. All prompts can be used grades 2-5. Differences between grades 2-3 and 4-5 are highlighted in the text of the prompt.

Category	Filename
OPINION Writing	Opinion Writing Prompt Ideas List Opinion Writing - Business Letter-Choose Product Opinion Writing - Business Letter-Favorite Cereal Opinion Writing - FOOD Review Opinion Writing - Friendly Letter-saving water Opinion Writing - Invitation Opinion Writing - Topic Sentences
OPINION Writing: Response to Literature	Teacher Instructions for Opinion-Response to Literature Opinion Writing BOOK Review Opinion Writing-Response to Lit-4 Short stories-Pre Write and Response Opinion Writing-Response to Lit-Edit-Rewrite-Tortoise and the Hare
INFORMATIVE EXPLANATORY Writing	Informative/Explanatory Writing Prompt Ideas List Informative Writing - Animal You Know - Conjunctions Informative Writing - Cook Something Informative Writing - Fruit - Sensory Description Informative Writing - Key Words and Summary Writing Informative Writing - Paragraph Informative Writing - Summary - no topic suggested Informative Writing - Thank You Letter Informative Writing - Topic Sentences
NARRATIVE Writing General Writing	Narrative Writing Prompt Ideas List Narrative Writing - FAMILY W SPECIAL POWERS - Adding Details Narrative Writing - FOLKTALE-sequence words-figurative language Narrative Writing - FREE CHOICE STORY - make own organizer-transition words-details Narrative Writing - NEW PLANET-ALIENS-story mountain organizer Narrative Writing - NEW SCHOOL-story mountain organizer Narrative Writing - PET IS LOST-story mountain organizer Narrative Writing - Picture - PLANTING - Conjunctions-Transition Words Narrative Writing - Plan-Revise EMBARRASSING MOMENT Narrative Writing - Plan-Revise FAMILY Narrative Writing - Plan-Revise PROUDEST MOMENT Narrative Writing - Plan-Revise-Action Verbs-PERSON YOU LOVE Narrative Writing - TALKING SCARECROW-inside-outside traits Narrative Writing - TEACHER DISAPPEARS-story mountain organizer Narrative Writing - TIME MACHINE - make own organizer
NARRATIVE Writing Back-to-School Writing Basics 6-week review	wk 1 Narrative Writing - Sentences-Conjunctions- wk 2 Narrative Writing - Sentences wk 3 Narrative Writing - Sentences-Prep Phrases wk 4 Narrative Writing - Sentences-Prep Phrases wk 5 Narrative Writing - Action Verbs-Prep Phrase-Transition Words wk 6 Narrative Writing - Conjunctions-Transition Words-Prep Phrase
TEACHER RESOURCES	Teacher: How to Use Night Writing Lessons Guide Parent/Student Handbook

Using Images from History to build an Historical Fiction Narrative

Prepare images of scenes from historical periods you have studied with your students. You may find these in the textbook itself, or via Google images or museum websites. Let students select a scene or scenes from history that will become the basis for creating the setting, choosing appropriate characters, and designing a plot or storyline that is plausible for the time period.



Developing a Character:

Look at the scene and read about the time period, then have students generate notes using the **Character Development Graphic Organizer**.

Brainstorming for Possible Storylines:

Use the following or other categories to help students think about possibilities for challenges, or events in the historical character's daily life:

School/Work:

Home:

Family:

Growing/Gathering/Preparing Food

Transportation:

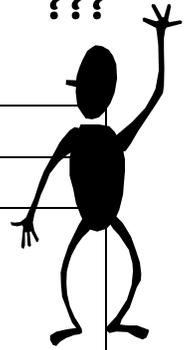
Entertainment:

Religion/beliefs:

After students have gathered their ideas, you may want to offer the **Historical Fiction Writing Planner** to sequence the information and storyline they choose to write about in their narrative pieces.

Character Development Graphic Organizer

???



Name: _____

What does your character.....?				
See	Smell	Hear	Feel	Taste

What do you imagine is going through your character's mind?

What is your character's name?

How does your character spend his or her day?

WRITING Weeks 3-4

Historical Fiction Writing Planner

Name: _____

Narrator: _____

1st person? Told as if you are the main character, use I and we

3rd person? Told as if you were outside the story and uses he, she, they

Beginning	<p>Time Period:</p> <p>Setting: What did the surroundings look like? What kinds of buildings did people live in? What sounds and smells might they have encountered?</p> <p>Characters: What kinds of people lived during that time? What roles did they play in their community? What was life like for young people?</p>
Middle	<p>Conflict/Challenge: Think of a challenge people faced and how you might turn that into a story.</p> <p>Dialogue: How would people speak to each other during this time?</p>
End	<p>Resolution: Think of a way to end the story that is believable for the time period.</p>

WRITING Weeks 3-4

Great Story Beginnings

1. Have students copy the first sentence or two out of their favorite story books onto sentence strips. Have students take turns reading these opening sentences aloud to the group. Post all of the sentences on a large bulletin board.
2. Next, as a class determine what are the key elements that make up a great first sentence for a story and list these on a chart. For example it usually mentions:
 - Time, place and main character
 - Can provide suspense
 - Describes a scene which sets the tone



3. You can also have students categorize opening sentences into these commonly used formats:

Describe the MAIN CHARACTER:

"There once was a baby koala so soft and round that all who saw her loved her."

Koala Lou, Mem Fox

"Grace was a girl who loved stories."

Amazing Grace, Mary Hoffman

Describe the SETTING:

"It was a beautiful sunny day on a farm in the country known as Italy."

Big Anthony-His Story, Tomie dePaola

"We were all sitting around the big kitchen table. It was Saturday morning."

Cloudy With a Chance of Meatballs, Judi Barrett

Open with an ACTION:

"I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day."

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

Begin with DIALOGUE:

"That's a nice hat," said Chicken to Scarecrow.

The Scarecrow's Hat, Ken Brown

Combination of Things:

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast."

Charlotte's Web, E.B. White

"Spring had passed, So had Summer, Freddie, the leaf, had grown large."

The Fall of Freddie the Leaf, Leo Buscaglia

Finally, make a chart with possible sentence frames for students to choose from if needed to get their own stories going.

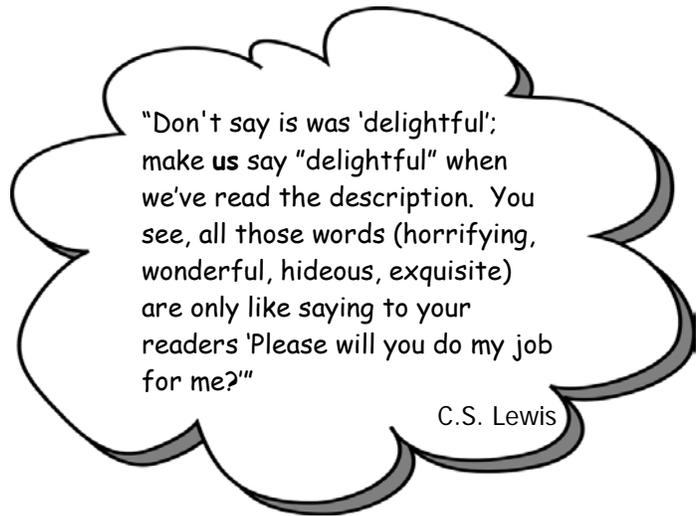
Show Not Tell

Quality writing uses words to paint a picture in the minds of the reader. There are many ways to teach students to show, rather than tell, in their writing. One way is to read aloud a picture book without showing the illustrations. Have students draw on whiteboards the pictures that the words created in their minds, and then show the illustrations to the students to compare. Another is to have students tell about an exciting part of the story. Have them tell the feeling that the main character is experiencing. They can display this on a white board. Now have them write about what they can see and hear while the character is feeling this without using the word that describes the emotion.

For Example:

*Scared Trembling hands
Eyes open wide
Chattering teeth*

You can also have students practice writing scenes that show emotion without telling the name of the emotion by passing out index cards with an emotion word written on one side. Students turn these cards over, and write about a scene that evokes that emotion without using the actual word. Next students take turns reading their paragraphs to the class to see if the class can guess what emotion they were trying to show with their scene.



Show Not Tell lesson adapted from Angie Foo, 3rd Grade Teacher, International Community School, Oakland, CA.

Show Not Tell
Using Shades of Meaning Emotion Words

Show Not Tell Lesson using emotion words:
Copy and cut out the words. Review them by placing them on a continuum from positive to negative. Pass them out face down to students. Students write a scene that describes the feeling or lists what you would see in a character experiencing that emotion and then the class listens to their writing and tries to guess which emotion word they were illustrating with their writing. This lesson is well suited for teaching CCS ELA Language standards 1, 3, 4, and 5: "shades of meaning".

joyful	calm	terrified	scared
excited	frantic	worried	tense
playful	amused	proud	peaceful
curious	nervous	frustrated	angry
embarrassed	anxious	elated	ebullient
ecstatic	flabbergasted	confused	irritated
giddy	shy	disgusted	furious
gloomy	lethargic	cheerful	lonely
ignored	obsessed	bored	fascinated
shocked	confident	astounded	weary

LANGUAGE

See the shades of meaning emotion words lesson and work sheet in Language Section on page 101 and the Sensory Detail Graphic Organizer on page 52.

Graphic Organizer: Sensory Detail

Sights	Sounds
Smells & Tastes	Feelings

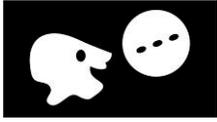
WRITING Week 3-4

Writing Checklist: Narrative Writing Grade K

Name: _____ Date: _____

		Elements	Self
Content		I wrote a story about an event.	
	1 beginning _____ 2 middle _____ 3 end _____	I told, drew, and wrote about what happened in order.	
		I wrote about how I felt about it. 	
Conventions	 Capitals are first!	I wrote a capital to start every sentence.	
	Word  word	I put spaces between my words.	
	This is the end!	I put a period at the end of my sentences.	
	Bb 	I wrote a letter for every sound I hear.	

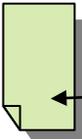
Narrative



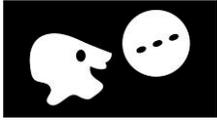
Writing Checklist: Narrative Writing Grade 1



Name: _____ Date: _____

		Elements	Self
		I wrote a story about something that happened.	
		I wrote about what happened in order: beginning , middle , end .	
		I added details to my writing to tell my reader about what happened.	
		I used sequence words to show when events are happening. <i>before, next, after, then</i>	
		I wrote an ending to my story. 	
Conventions		I wrote a capital to start every sentence and for names.	
		I used all the words I know to help me spell well.	
		I ended each sentence with a punctuation mark. . ! ?	

WRITING Weeks 3-4



Writing Checklist: Narrative Writing Grade 2

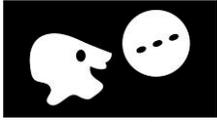


Name: _____ Date: _____

	Elements	Self	Peer	Teacher
Content	I created a story about <i>experiences and events</i> .			
	I organized my story with a beginning, middle and end.			
	I wrote details to describe actions, thoughts, and feelings.			
	I used <i>sequence words</i> to signal the order of events.			
	I wrote an ending to my story.			
	Conventions	I used a capital letter at the beginning of my sentences and for proper names.		
I used punctuation at the end of a sentence (.,!?)				
To spell a word I don't know, I used what I know about similar words. Sometimes the word wall helped.				
When I used words like <i>can't</i> and <i>don't</i> , I remember to put in the apostrophe.				

WRITING Weeks 3-4

Narrative



Writing Checklist: Narrative Writing Grade 3



Name: _____ Date: _____

Elements		Self	Peer	Teacher
Content	I created a story about experiences and events with a narrator and/or characters.			
	My story is written in the order of things that happen.			
	I created a setting and describe the characters in my story.			
	I wrote some dialogue showing what my characters are saying in the story.			
	I described actions, thoughts and feelings that go along with what is happening in the story.			
	The used sequence words to show the order of the events in the story.			
	I wrote an ending to my story.			
	Conventions	I used capital letters correctly and leave spaces between my words.		
To spell a word I don't know, I used what I know about word families and spelling rules to help me spell and edit my work.				
I used commas, quotation marks, and end points correctly.				
I used punctuation in my writing to help my readers read with pauses and expression.				
I wrote quotations correctly, using commas and quotation marks.				
I used past, present, and future verb tenses correctly.				

WRITING Weeks 3-4

Writing Anchor Papers with Students

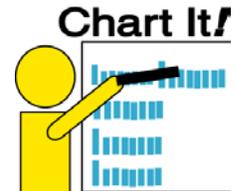
Learning About a Rubric from the Inside Out

A powerful way to help students understand what the elements of a rubric really mean is to write anchor papers reflecting each level on a rubric WITH the students. Here's how:

1. Either write yourself, or locate a piece of writing that represents a "2" on the rubric you are hoping to help the students understand. (On a four point scale this is a paper that is just below proficient.) Project this piece of writing on the screen or chart paper so that all of the students can see it.
2. Provide each student with a copy of the rubric you will be illustrating with the anchor papers you will be writing together.
3. Read the "2" to the students aloud and ask them to find evidence from the rubric for why it's a "2". For example, students may say, *"I think it's a "2" because it uses a lot of everyday words instead of more interesting word choices."*
4. Using a piece of chart paper take suggestions from the class and collaboratively rewrite the "2" paper to make it a "3" or proficient paper.

PLEASE NOTE: you will need to have taught the students about each of the elements on the rubric before attempting this lesson.

5. Next, take the "3" paper and re-write it collaboratively with student input to make it a "4". There may be times during this process that you make suggestions yourself if the students are stuck for ideas about how to write an advanced paper. Early in the school year, you may even model and think aloud as you go to compose this yourself in front of the students.
6. Finally, revisit the "2" paper and collaboratively re-write it to make it a "1". Display this paper as well.
7. Use these exemplars as anchor papers for students to refer to as they learn to evaluate their own writing throughout the year.

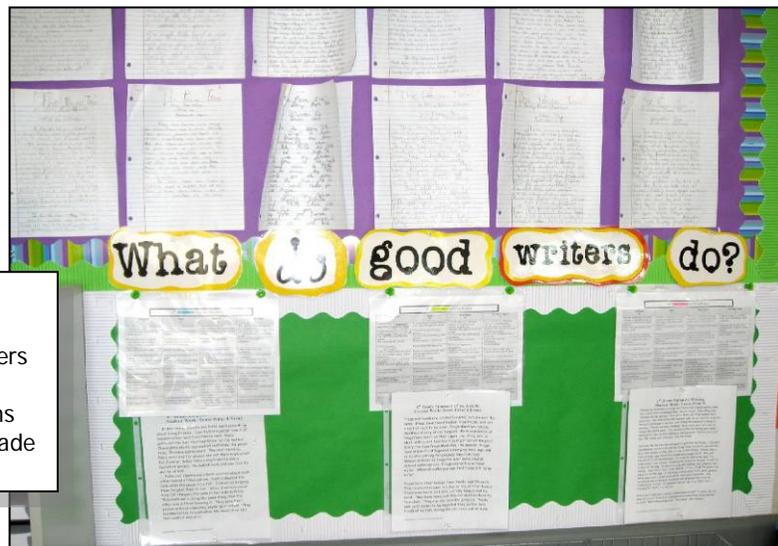


2



3

WRITING Weeks 3-4



Portfolio Wall with Anchor Papers

When teachers display anchor papers and rubrics alongside the portfolio wall of student writing, expectations for writing at grade level can be made very explicit for everyone.

GRADE 2 SAMPLE LEVEL 2 Anchor Paper

The Zoo

We went to the zoo. We sah lots of animuls. Then we saw a bear. Then we saw a tiger. We litted the animulz. it was reeli reeli fun.

- *Simple sentences*
- *Little detail*
- *One transition word*
- *Misspellings of some 2nd grade words*

GRADE 2 SAMPLE LEVEL 4 Anchor Paper

Fun at the Zoo

We got to go to the zoo on our field trip last week. There were so many interesting animals there! The big, brown bears were rolling on the ground. The striped tiger was mostly sleeping, but we could see his long, sharp teeth when he opened his mouth. After lunch we went into the butterfly dome. It tickled when they landed on our hands. Finally we got on the bus and went back to school. Almost everyone fell asleep! We had too much fun at the zoo.

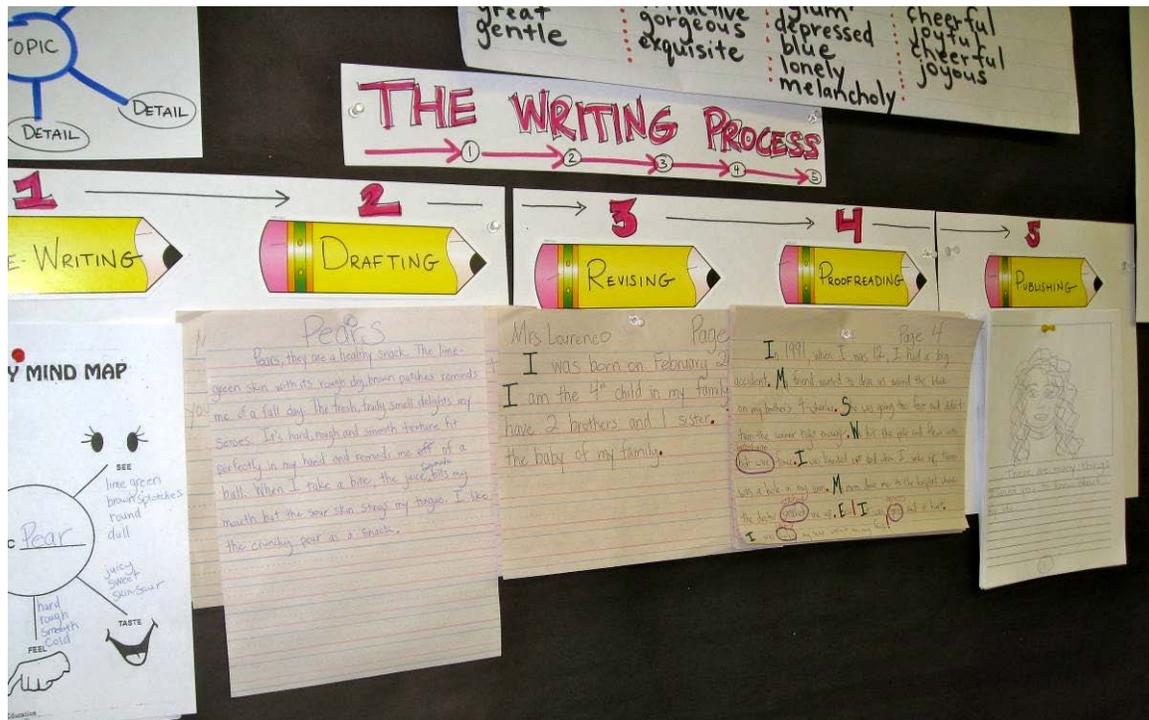
- *Elaborate about event*
- *Use details and description*
- *Temporal words signal order of events*
- *Closure gives feeling about event*

Writing Project Boards

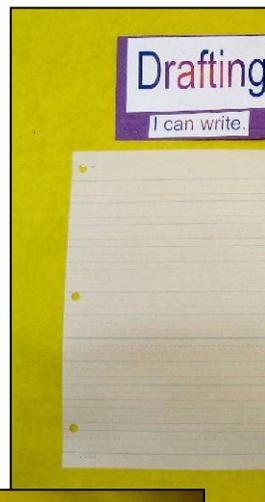
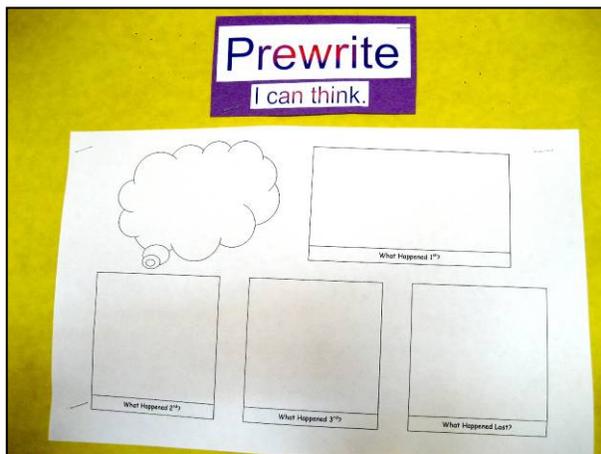
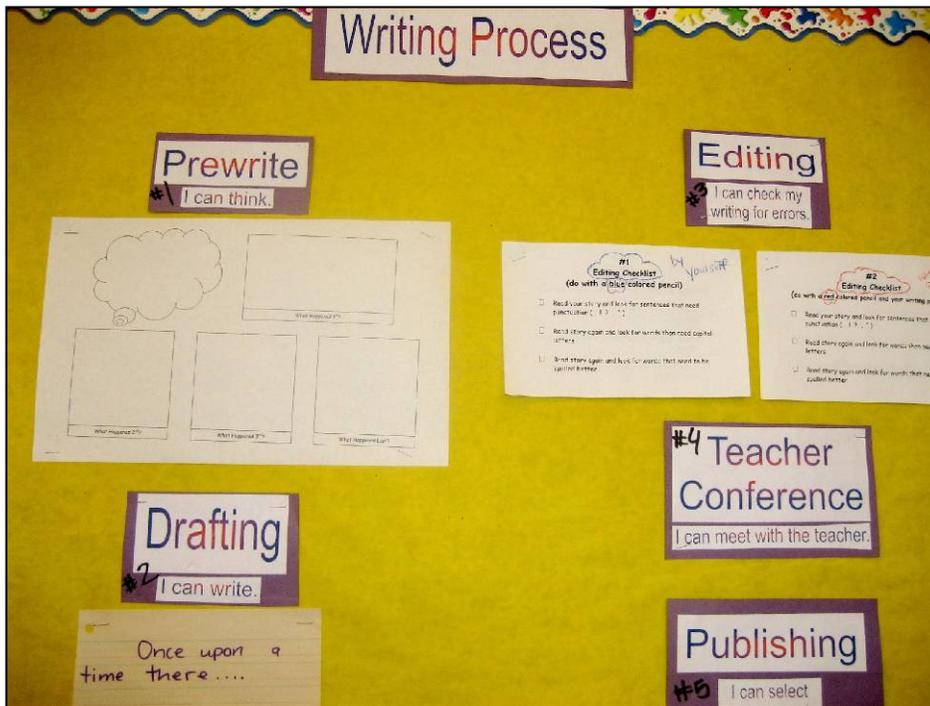
During any unit of instruction, it's really helpful to have a "project board" on display showing each step of the process as students work on their projects. Simply set aside a space on a bulletin board for this, and after you model each step in a process with the students using shared or modeled writing, simply post that exemplar, list the steps you used, and label the parts of the text as needed.

This is an excellent way to help all students stay on track, or get back on track after missing school. You can also use the project board as a classroom management tool by having students put a post-it or clothespin with their name on it next to the stage of the project they are currently working on. This "status of the class" visual will help you see at a glance how students are keeping up, or needing further assistance. Place the project board next to the rubric you are using for the unit and the anchor papers or exemplars for further explanation. You could even add due dates to each step as a reminder. Here are some photos of writing project boards:

Samples follow.

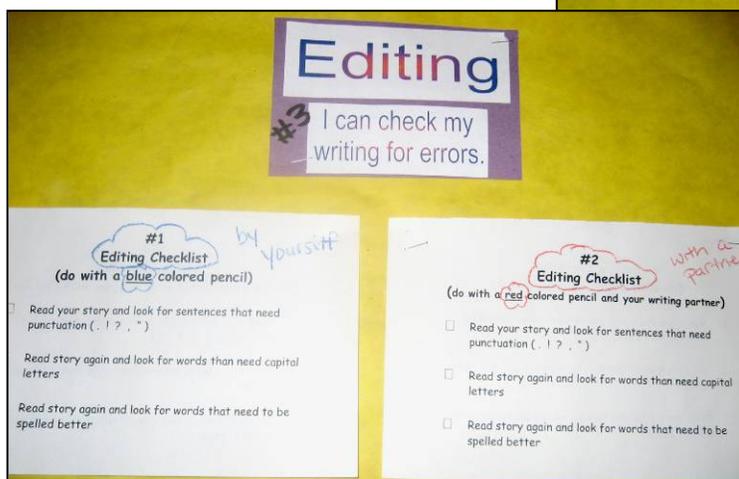


Writing Project Boards Samples

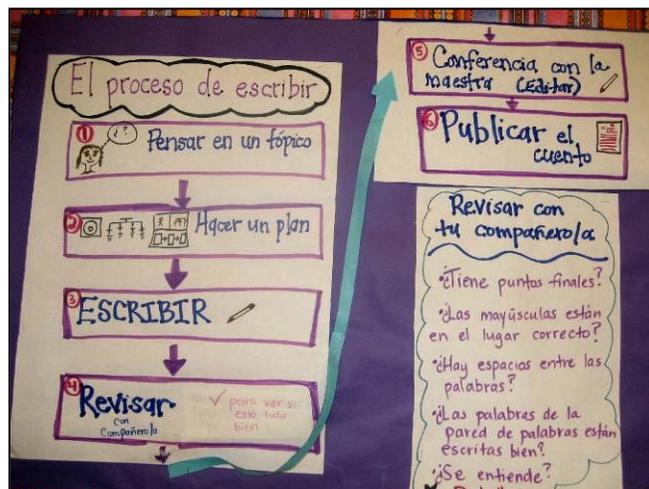
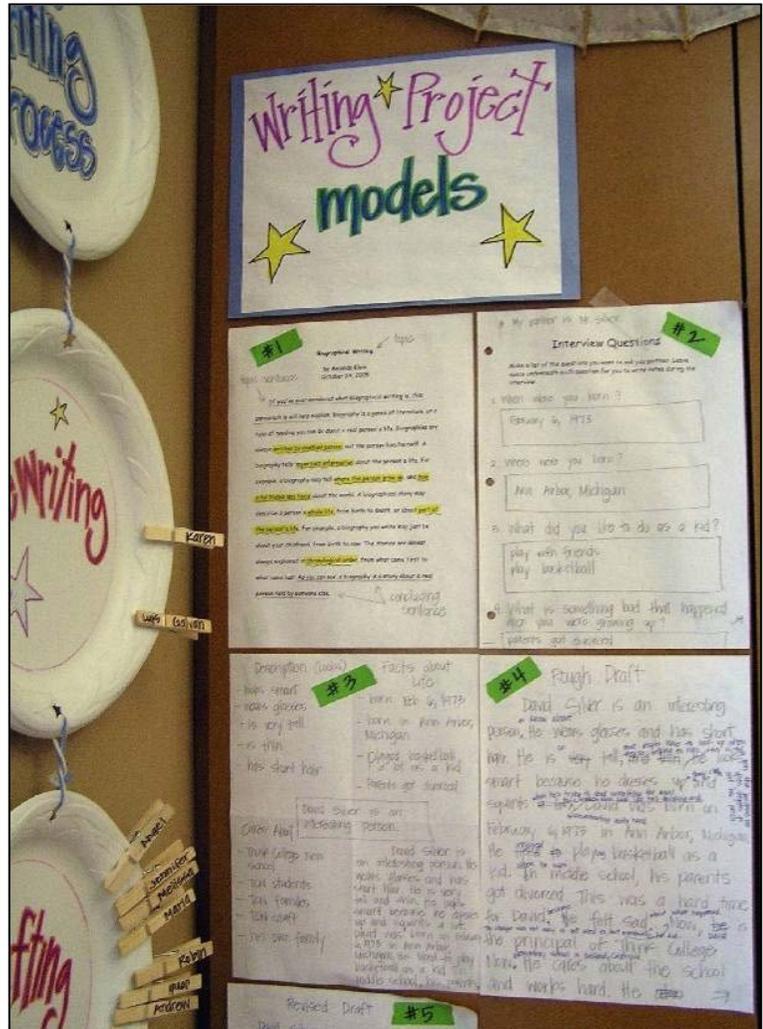
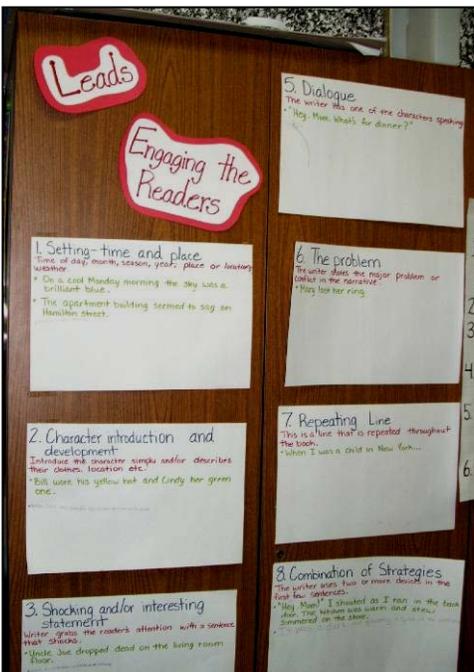
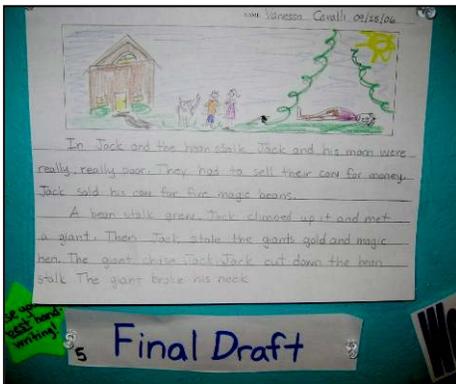
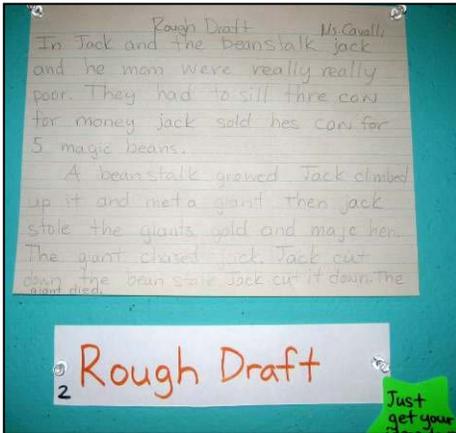


When teachers post examples of the steps of the writing process based on pieces of writing they have modeled for their students, young writers have a concrete reference point for what is meant by each phase of the process.

This is a great management tool for tracking the status of the class as they work through a project. The teacher can simply point to each sample and say, for example, "Raise your hand if you have finished your draft." Students who are absent can refer to the teacher model to see what they missed when they return to class.



Writing Project Boards Samples



Jumpstart

Whole Class Lesson



Differentiated Support



1st

Jumpstart

- Oral rehearsal of what they will write.
- Help with first section.
- Have them share first.

2nd

Guided

- Check in and guide during writing.
- Have them share during writing to extend their thinking and get ideas from each other.

3rd

Independent

- Can work productively after whole group lesson.
- Check in as finish and extend quantity and quality.

- 1. Jumpstart Group:** Students who are not able to use a new writing skill after a whole group lesson. Students who without additional reminders and support after a whole group lessons, would have trouble getting started with a new process. These might include beginning English learners who may not have understood the lesson, students who struggle with remembering the steps of a complex task, or students who just lack confidence in their ability to write. Bring them to a small group instruction area right after the whole group lesson and help them get started with extra support such as:
 - Additional opportunities to talk as a rehearsal to writing
 - Interactive or shared writing of the first part of the writing task
 - Word bank of vocabulary and ideas to include in the piece
 - Re-teach of skill
 - Language frame
 - Re-teach of steps in process listed for them on a small chart
- 2. Guided Group:** Students who get started with some ease, but may need further reminders and support along the way. You can rove the room and check in with them, or if the whole class is bogged down with a step, you can do some re-teaching mid-stream.
- 3. Independent Group:** these students are eager to get started and work quickly. However, they may need reminders about quality over quantity in writing, or you may have time to teach that group an extension of that skill once the other students are all underway. For example, while most students in the class are writing a basic description with sensory detail, these students may be ready to use literary devices such as metaphor, simile, or idioms in their descriptions.

Sample Schedule for Differentiated Writing Support

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Writing Lesson: Model with samples, teacher model; identify features of focus genre.</p> <p>Students Write: Meet with Jumpstart group</p>	<p>Writing Lesson continued</p> <p>Students Write: Small group 1</p> <p>Students share.</p>	<p>Mini-lesson</p> <p>Students Write: Small group 2,3 or individual conferences</p> <p>Students share.</p>	<p>Mini-lesson</p> <p>Students Write: Small group 2,3 or individual conferences</p> <p>Students share.</p>	<p>Remind students of project/lessons using samples and a checklist of "how to" chart.</p> <p>Meet with individual students.</p> <p>Longer student sharing period with reflection.</p>
<p>WHOLE GROUP FOCUS FOR WEEK: Standards</p> <p>Assignment</p> <p>Modeling</p> <p>Mini-lessons</p>		<p>Small Group Differentiated Lessons</p>		

WRITING Weeks 3-4

Learning about REVISION and EDITING

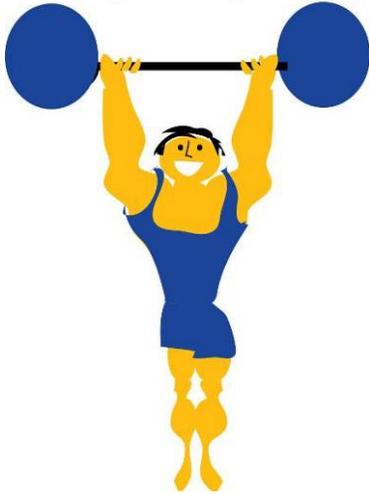
Make it clear to students that there are two things we do with writing as we take it through the process towards a “publishable” piece. Make a chart like this with the students so that they can understand more easily the difference between the two.

<i>REVISE—MAKE IT BETTER</i>	<i>EDIT—MAKE SURE IT'S CORRECT</i>
<ul style="list-style-type: none"> • <i>Re-read to make sure it makes sense.</i> • <i>Read aloud to a partner and see if they have any questions about what you were trying to mean.</i> • <i>Think about sentence variety—do all of my sentences start the same way?</i> • <i>Think about word choice—are there other words I can use to say the same thing in a more interesting way?</i> <p>NARRATIVE WRITING:</p> <ul style="list-style-type: none"> • Does my narrative have a clear sequence with linking words? • Did I use sensory detail to help the reader ? • Did I use some dialogue to move the story along? <p>Etc.</p>	<p>GRAMMAR: <i>Re-read to make sure that all of my sentences sound like correct English grammar.</i></p> <p>FORMAT: <i>Did I remember to indent, have straight margins, leave spaces between words?</i></p> <p>SPELLING: <i>Read your piece backwards and look at each word.</i></p> <p>PUNCTUATION: <i>Check for ending marks, commas, etc.</i></p>

(Add to this throughout the year as you teach the students more and more about quality writing).

Whole Group Conferences as Mini-Lessons for Writing:

Strengthening Writing



Common Core anchor standard 5 says: students will “develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.” As early as second grade, it also suggests that students do this with “guidance and support from peers and adults.” One-on-one conferencing allows for entirely customized support of each writer’s revision process, but it is not easy for teachers to find time for this in a classroom of 30+ students. Peer conferencing can be a valuable way to learn. Students automatically “kidify” their explanations for each other, however it can be problematic and also hard to manage. Either students don’t have the skill to offer suggestions to strengthen writing, or they take over and do the work for the student.

Whole group conferences using projected text of student writing provide the ideal instructional vehicle for teaching students what it looks like to *strengthen* writing, as well as how to offer suggestions in a way that is helpful, not hurtful. Here’s how:

STEP 1:

Select 2-3 students’ writing to focus on per session. Start with stronger, more confident writers so that shy or reluctant writers can see that it will be a supportive, rather than embarrassing experience. Also select writing of these students that contains a teaching point for revision that you want to make during this lesson. For example, typical revision lessons may include:

- Improving word choice
- Varying sentence structure
- Adding detail or missing information
- Selecting details or evidence that supports the thesis or main idea of the paper
- Finding more precise transition words
- Dividing run-on sentences into distinct, complete sentences
- Showing what is meant with using vivid detail instead of “telling”
- Writing an interesting conclusion

Step 2:

Ask the students permission to share their writing with the class and suggest they practice reading it aloud. They may also want to fix editorial errors so as to save embarrassment. The focus of these lessons is on *revision*, NOT editing. Project the writing on the screen and have the student read his or her piece aloud to the whole class.

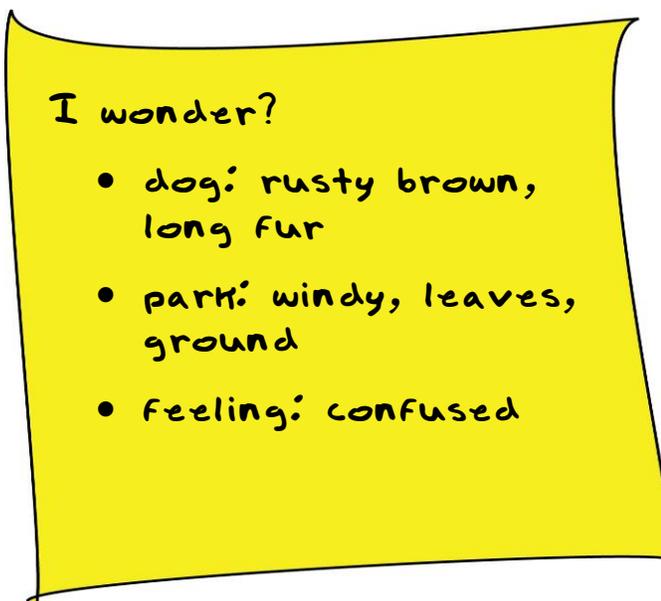
Step 3: "I noticed"



Ask students to celebrate the strengths they notice in the writing with "I noticed..." statements. For example they may say, "I noticed that you really told about your topic in the first sentence," or "I noticed that there is a lot of detail in your picture," or "I noticed that you used a lot of adjectives to describe things in your writing," etc. Feel free to model these statements yourself during the initial lessons.

Step 4: "I wonder?"

Tell students they can ask questions about the writing to help the writer think about what may be missing in the writing or made more interesting. Students use questions, not suggestions, to keep the writer in control of his or her own writing. Initially, students will need a lot of modeling of this by the teacher in order to get the difference between a comment or judgment, and a question. For example, "I wonder what the room looked like when you stepped inside?" or "I wonder what else you learned about _____ that you might want to include to explain more." As the writer answers these questions from the students, you take notes for the student writer on a post-it so that the writer can remember what they said they wanted to add or change. After 3-5 questions are answered, project the post-it with your notes on the screen so that the class can see what you wrote for the writer. The post-it may look something like this with bullet points, not entire sentences:



Step 5: Closure:

End the session with reminding students what we learned about revising writing today while helping our fellow students. Suggest to the others that they use what they learned to strengthen their own writing during writing time. The spillover effect of these whole group conferences on all the students' writing is notable. Make sure to be equitable and work your way through the entire class list before you invite the first writers up to share again. You may choose to do this at the beginning of a writing session to make a specific teaching point to apply, or at the end as a way to celebrate as well as extend quality into the writing for the next day.

Improving Writing with Synonyms for “tired” words and “Show not Tell” vivid details

Step one: Write a boring narrative about a fun day such as this one:

The Fun Day

Our class had a fun day when we went to the fire station. We saw many neat fire trucks. The firemen were really nice. There was a lot to see at the fire station. We really liked the uniforms they wear. Our favorite part was the siren. The hoses were cool. The trip to the fire station was really fun.

Step two: Identify and highlight the “tired” words and list synonyms for them:

- | | |
|------------------------|--------------------------------------|
| Fun: | amusing, interesting, enjoyable |
| Cool/neat: | fascinating, spectacular, astounding |
| Liked/favorite: | preferred, most entertaining |

Step three: Identify and highlight in a different color the details that need description.

fire trucks	firemen	uniforms	siren	hoses
-------------	---------	----------	-------	-------

- Have students share to find ways to describe what they saw with sensory details or specific actions that occurred.
- Assign one item to each small group of students. They may draw on a white board or just discuss. You may assign a note taker.
- Have each group share out and list their ideas under each of the items you've identified.

fire trucks	firemen	uniforms	siren	hoses
<ul style="list-style-type: none"> ▪ gleaming red ▪ shiny ▪ huge ▪ covered with important equipment 	<ul style="list-style-type: none"> ▪ enthusiastic ▪ friendly ▪ tall ▪ shining the truck 	<ul style="list-style-type: none"> ▪ heavy ▪ lots of buckles ▪ big pockets 	<ul style="list-style-type: none"> ▪ blast ▪ loud ▪ felt the roar in our stomachs 	<ul style="list-style-type: none"> ▪ long ▪ heavy ▪ snaked

Step four: Use shared writing and the synonyms and details generated by the group to revise the initial boring paragraph into a well written one with plenty of vivid detail and excellent word choice:

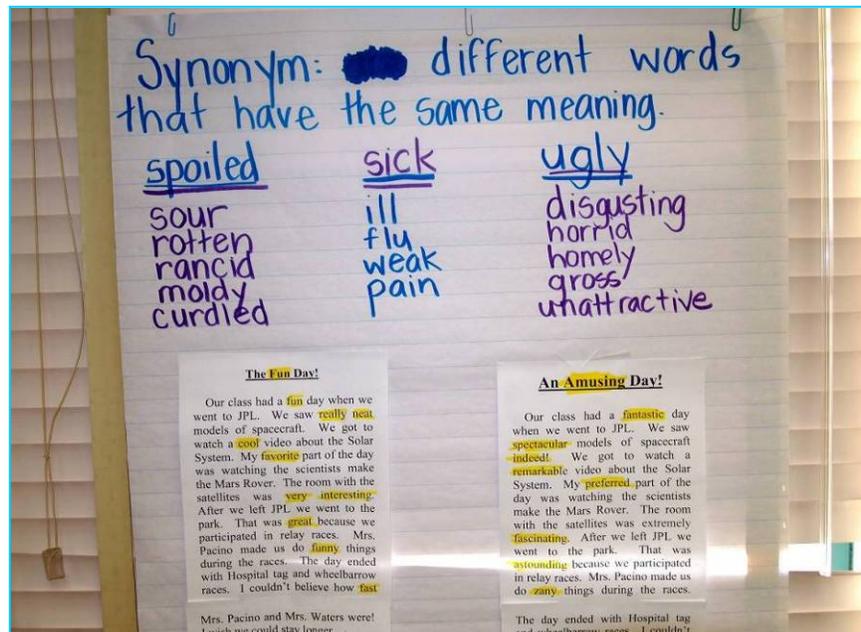
Step five:

When this is finished, go back and highlight the replacement words for the “tired words” and where vivid details were added to describe the items selected. Leave this exemplar hanging up throughout the narrative writing unit as a reminder about improving word choice and adding detail to writing.

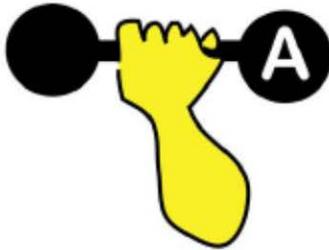
Firestation Fascination

By Room 6

We've been studying community helpers in our social studies text book, but last Friday we finally got to go explore a real working firestation. When we arrived, the first thing we noticed were the gleaming red firetrucks covered with important equipment. The long hoses snaked along the side of the huge trucks, and impressive ladders sat on top ready to go. The firemen were enthusiastic about showing us everything and even let some of us try on the heavy uniforms. Carlos almost fell over then they helped him into the fire-proof jacket. At the end of our visit, they warned us to cover our ears before they gave us a blast from one of the sirens. We could feel the roar in our stomachs it was so loud! .Level



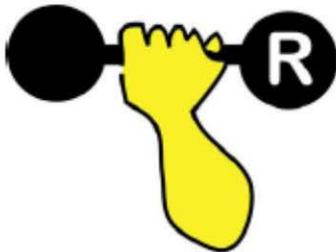
A. R. M. S.



Add

What does my reader **NEED TO KNOW**?

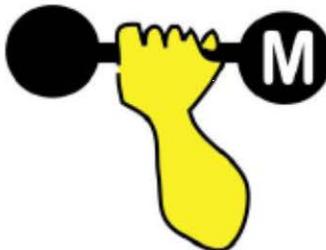
- More details
- Sensory words
- Descriptive words



Remove

Is there any information that **DOES NOT** need to be in my writing?

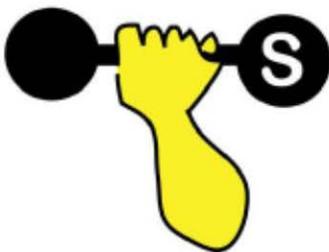
- Words that do not make sense
- Sentences that do not make sense
- Details that confuse my reader



Move

Is the information in the **RIGHT ORDER**?

- Words that could go in another spot
- Sentences that could go in another spot



Substitute

What can I replace and make more **EXPRESSIVE** or more **CLEAR** in my writing?

- Dead words
- Boring words
- Repetitive words

Implementing a Publishing Week in the Classroom

Towards the end of a cycle of teaching a particular form of writing, it is a wonderful thing to celebrate all the students have learned by taking time for a publishing week. The students will need to have saved several pieces of writing during the teaching cycle in order to participate. So, for example, you may have been teaching students opinion writing for 4-6 weeks. Students have watched you model, participated in shared writing of a couple of pieces, and produced at least three pieces of their own following a similar process. Now, you're ready for a publishing week.

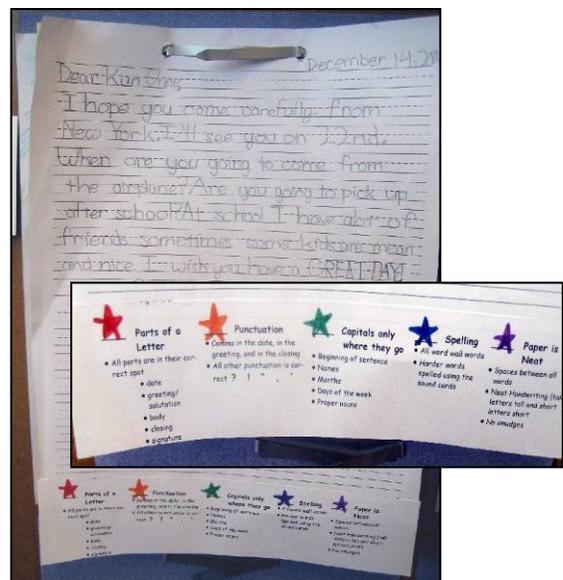
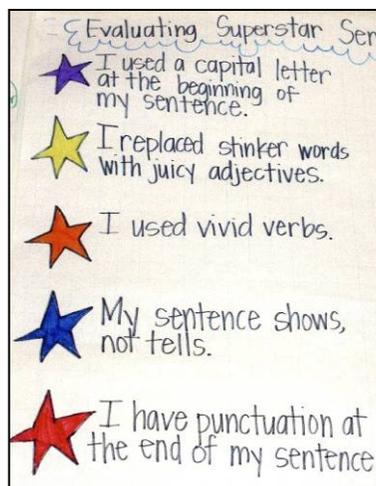
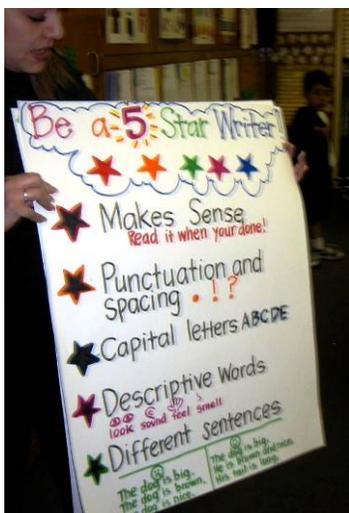
As you're scheduling for this week, also think about how you will want to have students share their writing when it is publishable. You may want to:

- Have students read their writing to another class
- Invite parents for an after school "authors' tea"
- Create a class anthology and put it in the library as well as give a copy to each of the other grade level classrooms
- Assemble a class magazine with each student contributing an article
- Post the student writing on the school website, or start a blog

Next is a list of mini-lessons you may want to consider to guide this process.

Choosing Which Piece to Publish:

Use student writing and your class rubrics or checklists to help students choose which piece they want to publish. Use actual examples from the students to help them identify the qualities of the writing you were working on. Have students re-read all of their pieces and then let students choose one piece for publishing from their collection.





REVISE: "make it better"

Use student writing to show students how to improve the content of the writing before taking it to publication. For young students this is most often adding detail, or choosing more interesting words. Demonstrate with shared or interactive writing how to add detail to a piece of writing with input from the class.



Now have students re-read their writing to a partner. Next show them how to add detail to a piece of writing either by adding a sheet of paper to their piece to encourage writing more, or literally cutting and pasting with scissors and tape. For word choice, you can help students find a word to change and then either think of a synonym or use a simple thesaurus. Another way to get students to add more detail is to have students read to a partner and teach the partners to ask questions prompting more detail such as "what did the dog look like?" "How did that make you feel?" etc.

Editing is Fun!

Red Light

Green Light

Dogs make wonderful pets. They are always happy to see you.

You can play ball with them and teach them to do tricks. There is nothing more

cozy than snuggling on the couch with a soft and furry dog. Dogs have excellent

hearing and will warn you with a bark if someone is approaching your house. No

wonder we always say, "Dogs are a man's best friend!"

Green = Capitals

Red = Ending Punctuation

Yellow = Other punctuation: quotation marks, commas, apostrophes

Orange = beginning of paragraph for indent

Blue Dot = Read your writing backwards and say it out loud

Fix the spelling if it doesn't look right

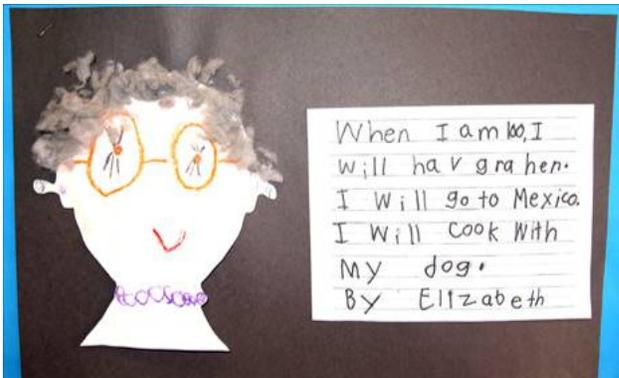
EDIT: "make it correct"

Guide this process slowly, one convention at a time. You may want to have them re-read just for capitals and periods first and use the color coding system (green for capitals and red for ending punctuation). For spelling have them read the whole piece backwards, putting a dot under each word as they say it out loud and look to see if it is spelled correctly. Any word that doesn't look right to the student can be circled and then fixed with the use of a word bank, dictionary, or even a peer. [This poster is on our website at www.knoxeducation.com.

<i>REVISE—MAKE IT BETTER</i>	<i>EDIT—MAKE SURE IT'S CORRECT</i>
<ul style="list-style-type: none"> • Re-read to make sure it makes sense. • Read aloud to a partner and see if they have any questions about what you were trying to mean. • Think about sentence variety—do all of my sentences start the same way? • Think about word choice—are there other words I can use to say the same thing in a more interesting way? <p style="font-size: 0.9em; margin-top: 10px;"><i>(Add to this throughout the year as you teach the students more and more about quality writing).</i></p>	<p><i>GRAMMAR: Re-read to make sure that all of my sentences sound like correct English grammar.</i></p> <p><i>FORMAT: Did I remember to indent, have straight margins, leave spaces between words?</i></p> <p><i>SPELLING: Read your piece backwards and look at each word.</i></p> <p><i>PUNCTUATION: Check for ending marks, commas, etc.</i></p>

TEACHER EDIT:

Before re-copying or typing, the teacher will need to give it a once over to fix up remaining errors. For spelling, you can list the still misspelled words on a post it and ask the students to “find and fix” them. For capitals and punctuation, use editing marks consistently and teach whichever system you want to use in advance to the students. For grammar, ideally, you would sit with the student and show them how to say the sentence so it “sounds right” in English. You could also do a mini-lesson on any particular common error such as irregular past tense words for the whole class and then see if the students can self correct. If possible, arrange for extra help from another teacher, teacher’s aide, or any other adult helper you can find during the publishing week to help with the final edit process.



PUBLISH!

Have students re-copy or type their piece. If the typing is going to slowly, you can have the students work on typing for 30 minutes or so, and then just finish the typing yourself. Pairing young students with older buddies for typing is another option. If you are not able to have students type their final drafts, you may have them handwrite them neatly on lined paper and then trace over their writing

with a thin black marker.

ILLUSTRATE:

Have students illustrate their writing and bind it for a finished product. This is a great time to introduce another art media as a special treat such as colored pencils, watercolor, or collage. Student books can be assembled into blank hardbound books from Bare Books:

<http://www.barebooks.com/books.htm> turning young students’ writing into something parents will treasure.

SHARE and CELEBRATE:

Invite others to hear student writing and look at illustrations. This may take the form of an “author’s tea” with parents or invited guests from the staff, “author’s chair” with students reading aloud to their peers, or a writing fair that may be for a whole grade level or school to enjoy.



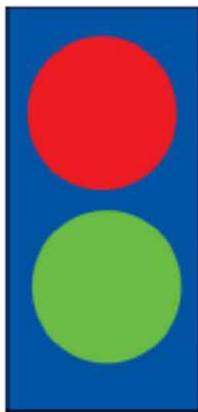
Have students practice reading aloud their piece several times before the sharing to promote fluency and dampen nerves. Encourage the audience to give feedback about the writing with compliments and questions. You may also want to have “wow” notes such as in the photos in the section on “Author’s Chair” next, available for readers to leave feedback for writers.

The “Editing Machine”

This is a fun way to get students to help each other edit their pieces. You’ll need to form groups of 3 or more ahead of time and have a timer handy. All students need to have a finished piece of writing—preferably the same assignment.

1. Form groups and assign roles:
 - Capitalization
 - Punctuation
 - Format—neatness (checks indents, margins, and layout)
 - Spelling
2. You may choose to assign a color to each role and have them make their corrections with their assigned color pen or pencil.
3. Explain the task and review norms. Students are to only make corrections for their assigned role and are not to give comments about the writing during the editing machine.
4. Set timer for an amount of time that will work with the length of the assignment (this will vary from 1-5 minutes or so).
5. Have students begin with a single paper in front of each “editor”.
6. Tell the students to start the machine. When the timer goes off, the students pass papers to their right and repeat the process until each paper in the group runs through every editor in the machine.
7. If students are going to publish these pieces, you may choose to collect them after the “machine” is complete and offer a final edit. For spelling errors, simply write the misspelled words on a Post-it and make students find them and fix them. For other kinds of errors, use the same editing marks and colors that were assigned to the editing machine.





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 **D**ogs make wonderful pets. **T**hey are always happy to see you.

You can play ball with them and teach them to do tricks. **T**here is nothing more

cozy than snuggling on the couch with a soft and furry dog. **D**ogs have excellent

hearing and will warn you with a bark if someone is approaching your house. **N**o

wonder we always say, **"D**ogs are a man's best friend!"

-  **Green** = Capitals
-  **Red** = Ending Punctuation
-  **Yellow** = Other punctuation: quotation marks, commas, apostrophes
-  **Orange** = beginning of paragraph for indent
-  **Blue Dot** = Read your writing backwards and say each word.

Fix the spelling if it doesn't look right



Capitalization

- I
- Names, places
- Months, days of the week
- First word in a sentence

Usage

- Match nouns/verbs correctly

Punctuation

- Quotes "..."
- Commas,,,
- Periods... question marks???
exclamation points !!!

Spelling

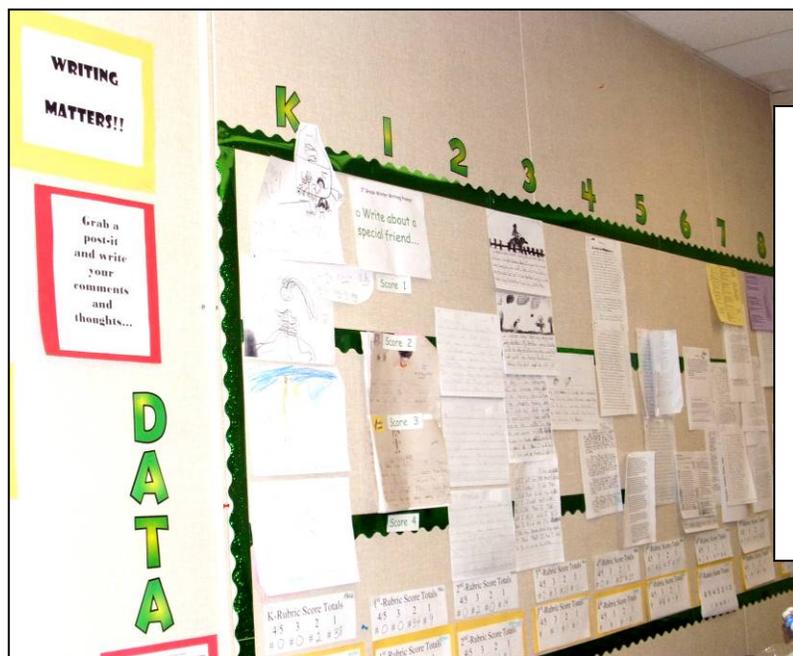
- Check all words
- Use dictionary if necessary

Preparing Students for On-demand Writing Assessments: The “Dress Rehearsal”

NOTE: Use this lesson if you want to give students practice ahead of time with a similar on-demand writing test.

Preparation: you will need to create another new prompt for this task that matches as closely as possible the format of the test for which they are preparing. Remember to follow the format of the protocol, but not design something which matches the content directly. For example if the prompt is going to have them summarize information read from 2 or more sources on the water cycle, make sure your “dress rehearsal” prompt is on another, unrelated topic.

1. If time allows, have students practice one cold-write a few days before a writing test. Pass out the prompt, give students an hour of quiet uninterrupted writing time, and then collect the papers.
2. Review how the students did with this writing task and give them some feedback on the following day about their performance. Use this debriefing time to **boost confidence** by providing examples of student writing that matched the prompt. You might say something such as, “listen to how this student used a synonym when paraphrasing the article in a summary”. Or “All of you remembered to mention the title of the selection in the introductory paragraph of the Response to Literature!”
3. If time allows, you can pass back these papers and let students revise/edit once they are reminded of what they were to include and hear some examples from other student papers. This will encourage them to do some revision and editing themselves during the actual writing test.



A school-wide focus on writing can be made explicit through the development of a writing data wall such as this one. Each grade level posts their current rubric and anchor papers showing what they are expecting, and some information about the standards they are teaching. The whole staff can then see at a glance what is going on in writing and how students will progress through the grades.

Narrative



NARRATIVE WRITING RUBRIC

California Common Core Standards Based - **KINDERGARTEN**

Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses some descriptive words <input type="checkbox"/> Writes multiple complete sentences <input type="checkbox"/> Provides a sense of closure to story/event 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Writes proper names with capital letters <input type="checkbox"/> Consistently spells grade level appropriate words correctly <input type="checkbox"/> Spells most kinder sight words correctly 	<p>Guidance & Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws, dictates, and/or writes to narrate a single event or several loosely linked events (W3) <input type="checkbox"/> Tells about the events in the order in which they occurred (W3) <input type="checkbox"/> Provides a reaction to what happened (W3) <hr/> <p>WRITING PROCESS (W5-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Adds details to strengthen writing (W5) <input type="checkbox"/> WGASFA* Explores digital tools to write (W6) <input type="checkbox"/> Participates in shared research projects (W7) <input type="checkbox"/> WGASFA* Recalls information from experiences or gathers information from provided sources (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes left to right and return sweeps (L1a) <input type="checkbox"/> Uses spaces between words most of the time (L1c) <input type="checkbox"/> Prints many upper- and lowercase letters (L1a) <input type="checkbox"/> Capitalizes the first word in a sentence and the pronoun / (L2a) <input type="checkbox"/> Recognizes and names end punctuation (L2b) <input type="checkbox"/> Writes a letter or letters for most consonant and short-vowel sounds (L2c) <input type="checkbox"/> Spells simple words phonetically (L2d) <input type="checkbox"/> Spells some kinder sight words correctly 	
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Draws about event <input type="checkbox"/> Starts narrative but provides little information <input type="checkbox"/> Includes a simple sentence (s) about event <input type="checkbox"/> May rely on copying from a patterned sentence—writing sounds like a “list” 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begins to write from left to right and return sweeps <input type="checkbox"/> Begins to space words correctly <input type="checkbox"/> Writes uppercase letters are random or within words <input type="checkbox"/> Uses only uppercase letters in writing <input type="checkbox"/> Uses no or few end punctuation marks <input type="checkbox"/> Spells some words phonetically 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Makes few or no attempts to write about event <input type="checkbox"/> May label drawing or list objects or ideas <input type="checkbox"/> Dictates ideas for narrative, but unable to write without copying 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses random letters to represent print <input type="checkbox"/> Makes no attempts at correct spelling <input type="checkbox"/> Writes no complete sentences <input type="checkbox"/> Writes in all directions or may just label drawing 	

- **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbused.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.



NARRATIVE WRITING RUBRIC
California Common Core Standards Based – **GRADE 1**

Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses many descriptive words <input type="checkbox"/> Writes many complete and varied sentences <input type="checkbox"/> Has sequence of events which is clear and well organized <input type="checkbox"/> May attempt to add dialogue 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Consistently spells grade level appropriate words correctly <input type="checkbox"/> Capitalizes holidays, product names, and geographic names <input type="checkbox"/> Uses an apostrophe to form contractions and possessives 	<p>Guidance & Support</p> <p>Level of guidance and support from adults before writing:</p>
3 Meets	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes narratives in which include two or more appropriately sequenced events <input type="checkbox"/> Includes some details regarding what happens <input type="checkbox"/> Uses temporal words to signal event order <input type="checkbox"/> Provides some sense of closure <hr/> <p>WRITING PROCESS (W5-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA * Adds details to strengthen writing as needed (W5) <input type="checkbox"/> WGASFA * Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> WGASFA * Recalls information from experiences or gathers information from provided sources to answer a question (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prints all upper- and lowercase letters (L1a) <input type="checkbox"/> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (L1j) <input type="checkbox"/> Capitalizes dates and names of people (L2a) <input type="checkbox"/> Use end punctuation for sentences (L2b) <input type="checkbox"/> Use commas in dates and to separate single words in a series (L2c) <input type="checkbox"/> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L2d) <input type="checkbox"/> Spells untaught words phonetically (L2e) 	<p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Includes only one or two sequenced events <input type="checkbox"/> Does not include closure or closure is unclear <input type="checkbox"/> WGASFA * Adds few details or order is confusing <input type="checkbox"/> WGASFA * Does not use temporal words <input type="checkbox"/> Writing may rely on copying from a patterned sentence (s) and sound like a list 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes most uppercase and lowercase letters correctly <input type="checkbox"/> Writes mostly simple sentences, and may rely on patterned sentences to write <input type="checkbox"/> Uses some end punctuation marks correctly <input type="checkbox"/> Spells some words phonetically 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Dictates narrative, but makes little attempt to write it <input type="checkbox"/> Recounts only one event <input type="checkbox"/> Provides no details <input type="checkbox"/> Has confusing sequence of events 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes no or few attempts at correct spelling <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes no or few complete sentences <input type="checkbox"/> Makes no or few attempts at end punctuation 	

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NARRATIVE WRITING RUBRIC

California Common Core Standards Based – GRADE 2

Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
<p>4 Exceeds</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Writes several well-developed details to describe actions, thoughts and feelings <input type="checkbox"/> Event sequence unfolds naturally <input type="checkbox"/> Uses dialogue in story 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses commas and quotation marks in dialogue. <input type="checkbox"/> Spells grade level appropriate words correctly <input type="checkbox"/> Chooses words and phrases for effect. 	<p style="text-align: center;">Guidance & Support</p>  <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
<p>3 Meets</p>	<p>NARRATIVE WRITING (W3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrative recounts a well-elaborated event or short sequence of events <input type="checkbox"/> Includes details to describe actions, thoughts, or feelings <input type="checkbox"/> Uses temporal words to signal event order <input type="checkbox"/> Provides a sense of closure <hr/> <p>WRITING PROCESS (W5-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Adds details and edits to strengthen writing as needed (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> Recalls information from experiences or gathers information from provided sources to answer a question (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produces, expands, and rearranges complete simple and compound sentences (L1f) <input type="checkbox"/> Creates readable documents with legible print (L1g) <input type="checkbox"/> Capitalizes holidays, product names, and geographic names (L2a) <input type="checkbox"/> Uses commas in greetings and closings of letters (L2b) <input type="checkbox"/> Uses an apostrophe to form contractions and frequently occurring possessives (L2c) <input type="checkbox"/> Consults reference materials as needed to check and correct spellings (L2e) <input type="checkbox"/> Spells grade level appropriate words correctly most of the time, uses grade level appropriate phonetic spelling to write unfamiliar words <input type="checkbox"/> Uses knowledge of language and its conventions when writing (L3) 	
<p>2 Almost Meets</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Writes about an event but does not elaborate <input type="checkbox"/> Provides some details about actions but does not include thoughts or feelings about events <input type="checkbox"/> Uses some temporal words, but sequence may be confusing <input type="checkbox"/> Provides a sense of closure but may not be well related <input type="checkbox"/> WGASFA* adds few details and does little editing to strengthen writing 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes simple sentences, and some incomplete sentences <input type="checkbox"/> Capitalizes first letter, and I, but not proper names <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Spells some grade level appropriate words, and uses some phonetic spellings 	
<p>1 Does Not Meet</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Story has only one event and may be incomplete <input type="checkbox"/> Provides very few details or descriptions <input type="checkbox"/> Event order is confusing or missing steps <input type="checkbox"/> Sense of closure is missing or unrelated 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes few attempts at correct spelling <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes few complete sentences or only simple patterned sentences <input type="checkbox"/> Makes few attempts at correct punctuation 	

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NARRATIVE RUBRIC

California Common Core Standards Based - THIRD GRADE

Level	NARRATIVE WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses a variety of transitional words and phrases to manage sequence of events <input type="checkbox"/> Effective use of concrete, sensory, and figurative language 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate <input type="checkbox"/> Uses underlining, quotation marks or italics to identify titles of documents 	<p style="text-align: center;">Guidance & Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<p>NARRATIVE WRITING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a situation and introduces a narrator and/or characters (W3a) <input type="checkbox"/> Organizes an event sequence that unfolds naturally (W3a) <input type="checkbox"/> Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (W3b) <input type="checkbox"/> Uses temporal words and phrases to signal event order (W3c) <input type="checkbox"/> Provides a sense of closure (W3d) <input type="checkbox"/> Uses sensory, concrete and figurative language <hr/> <p>WRITING PROCESS (W5 - W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* Has clearly planned writing with organized notes, and shows evidence of revision and editing during writing process (W5) <input type="checkbox"/> WGASFA* Uses technology and keyboarding skills (W6) <input type="checkbox"/> Conducts research (W7) <input type="checkbox"/> Uses sources such as, print and internet to gather evidence (W 8) <input type="checkbox"/> Takes brief notes on sources and groups into categories (W8) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variation of simple, compound, and complex sentences (L1k) <input type="checkbox"/> Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly <input type="checkbox"/> Uses past, present, and future verb tenses correctly (L1g) <input type="checkbox"/> Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (L2 b/c) <input type="checkbox"/> Capitalizes titles correctly (L2a) <input type="checkbox"/> Spells high frequency words and adds suffixes correctly, uses spelling patterns from word families <input type="checkbox"/> Forms and uses possessives correctly (L2d) <input type="checkbox"/> Consults reference materials, as needed, to check/correct spelling (L2) <input type="checkbox"/> Uses grade appropriate academic and domain-specific words and phrases (L6) 	
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Weak introduction and conclusion <input type="checkbox"/> Uneven development of plot, characters, setting <input type="checkbox"/> Uses few transition words, or uses the same throughout <input type="checkbox"/> Some use of sensory, concrete and figurative language <input type="checkbox"/> Has some evidence of planning, organizing notes, and revision 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes mostly simple sentences with correct punctuation <input type="checkbox"/> Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles <input type="checkbox"/> Uses some correct use of past, present and future verb tenses <input type="checkbox"/> Uses some correct use of punctuation, commas and capitalization <input type="checkbox"/> Has many spelling errors 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> May not introduce characters or events clearly <input type="checkbox"/> Includes few details or descriptions <input type="checkbox"/> Has little evidence of planning, organizing and revision <input type="checkbox"/> Events are disorganized or missing <input type="checkbox"/> Little or no use of sensory, concrete and figurative language 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes incomplete sentences <input type="checkbox"/> Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles <input type="checkbox"/> Uses past, present, and future verb tenses incorrectly <input type="checkbox"/> Has little or no correct punctuation, commas, and capitalization <input type="checkbox"/> Has poor spelling 	

- **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.





Language Instruction Planning Sheet



For teaching **Language** use this planning sheet to organize your lesson. Use a separate sheet for each of the weeks you are covering Narrative Writing.

Weeks 1-2

Language Standards to teach during this unit	How I will teach them

Weeks 3-4

Language Standards to teach during this unit	How I will teach them

Weeks 5-6

Language Standards to teach during this unit	How I will teach them

CONVENTIONS of STANDARD ENGLISH

Grade K	Grade 1	Grade 2	Grade 3
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CA</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>g. Create readable documents with legible print. CA</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA</p> <p>k. Use reciprocal pronouns correctly. CA</p>

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.


L Language Standards
K-3
CONVENTIONS of STANDARD ENGLISH continued

Grade K	Grade 1	Grade 2	Grade 3
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

KNOWLEDGE of LANGUAGE

Grade K	Grade 1	Grade 2	Grade 3
<p>3. (Begins in grade 2)</p>		<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>

**Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table "Language Progress Skills, by Grade" for a complete list and Appendix A for an example of how these skills develop in sophistication.*



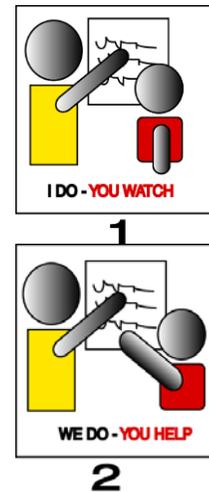
VOCABULARY ACQUISITION and USE

Grade K	Grade 1	Grade 2	Grade 3
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scow</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>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., <i>because</i>).</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Ideas for Helping Students Add Dialogue to Their Narratives

Examining Dialogue in Published Work:

- Have students find examples of dialogue that they enjoyed in their independent reading. Have them recopy these on an overhead, large sheet of paper, or sentence strips so that they can be shared with the class.
- Use a big book story with dialogue to note how dialogue is used. The big book version of Rumpelstiltskin is color coded to match each character.
- Find an example of dialogue that moves the storyline and share that on an overhead with the class as another way to “show, not tell” what is going on in a story.



Learning the Mechanics of Writing Dialogue:

Write a single line of dialogue on the whiteboard and have students respond to it as themselves in dialogue on their own individual white boards:

"Tonight you will have double homework!" exclaimed the teacher.

" _____ ", said _____.

Students can pair up and continue to write dialogue back and forth between each other once they understand how to respond in dialogue form.

Punctuating Dialogue with Total Physical Response (TPR):

Write a line of dialogue on the white board without punctuation or capitalization. Recite it slowly to the class while the class signals with their body the correct capitalization and punctuation.

Caps: hands spread apart lengthwise to signal a tall letter.

Lower Cases: hands brought lower to signal a shorter letter.

Quotation Marks: two fingers curved face down.

Period: index finger points out.

Comma: index finger makes comma motion.

Question Mark: draw one in the air with the index finger.

Exclamation Mark: draw one in the air with index finger.

Add the corrections to the sentence with a colored marker once the students have completed the active punctuating to make sure all students have understood the correct form.

Using Comic Strips to Write Dialogue

Gather comic strips from the newspaper and have students re-write the strip in dialogue format.

For Example:



Charlie Brown said, "This writer says that children are remarkably observant."

"He says that children are much more aware of what is going on around them than adults think they are," continued Charlie Brown.

"I'm rather inclined to agree with him, aren't you?" he asked.

"Huh?" wondered Linus.

Quotation Marks Center:

1. Write dialogue on sentence strips: one side with caps and punctuation in the right place, the other side without caps or punctuation.
2. Prepare clothespins with punctuation marks and a signal for capital letter.
3. Have students practice putting the clothespin-marks in the right places on the sentence strips.
4. They can turn over the strip to see if they did it correctly or trade with a partner to check.

Placement of Quotation Marks, Commas and Ending Punctuation in Dialogue:

- "I will find out," said Sally.
- "I will find out," Sally said.
- Sally said, "I will find out."
- "I will find out," said Sally, "when I finish what I'm doing now!"
- "I will find out," said Sally, turning toward the computer. "What did you say his last name was?"



Rules for Quotation Marks (“...”)

Quotation marks (“ ”) are highlighting what someone has said. Highlighting what someone says exactly is called “quoting” them. What they actually said is a “quotation”.

Rule 1: Use quotation marks before and after the words of a direct quotation to indicate someone’s exact words.

EXAMPLE: Sam shouted, “Leave me alone!”

Rule 2: Use quotation marks when writing titles of things.

EXAMPLE: Sam read the story “The Three Little Pigs”.

Rule 3: Use quotation marks to enclose the title of short works – chapter, article, poem, essay, short story.

EXAMPLE: She sang, “The Star Spangled Banner”. I read, “The Highwayman”.

(Long works are underlined – books, movies, magazines – I read Of Mice and Men.)

Rules for Quotations

Rule 1: There is a comma (,) before the quotation

EXAMPLE: Jessica said, “I want to come home.”

Rule 2: The quotation begins with a capital letter.

EXAMPLE: Trudy said, “My goodness! I’ve lost my hat!”

Rule 3: Only the speaker’s exact words are placed inside the quotation marks. Quotation marks (“ ”) surround the exact words of a speaker. They begin where the talking begins, and end after the last word that is spoken.

EXAMPLE: Trudy said, “My goodness! I’ve lost my hat!”

Use a set around one or more sentences spoken by the same person.

EXAMPLE: “If I ever go back to Arizona, I will go to the Grand Canyon. It is so magnificent,” said Margaret.

Rule 4: **Single quotes** are used inside a set of quotation marks.

EXAMPLE: “When the ride started to climb the first hill, Bob yelled ‘Mommy!’ and I couldn’t stop laughing,” said Charles.

Rule 5: There is always punctuation at the end of the quote placed inside the quotation marks.

EXAMPLE: Jessica said, “I want to come home.”

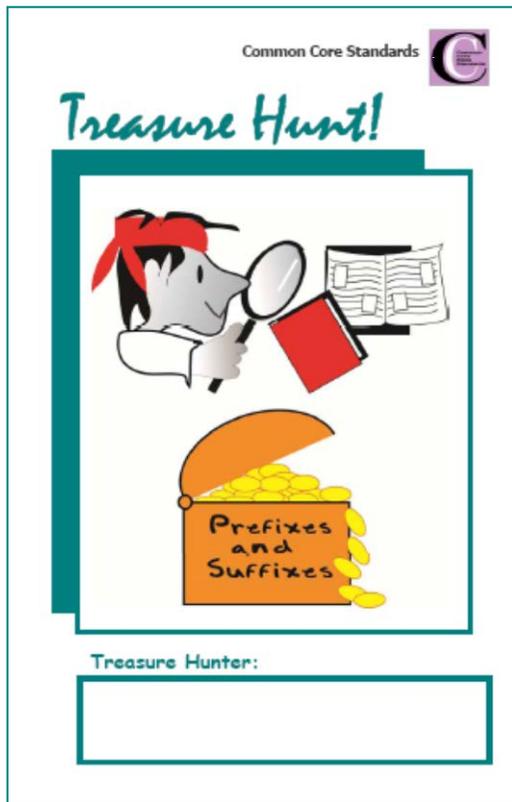
Treasure Hunt for Prefixes and Suffixes

This is a half-letter-sized booklet that is printed back-to-back and given to students to help them record how often they find the use of prefixes and suffixes in things they read during vacation/non-school time.

You can find these and other writing/language booklets such Figurative Language and Greek and Latin Roots on our website at www.knoxeducation.com.

Here's the link!

http://www.knoxeducation.com/sites/main/files/file-attachments/treasure_hunt_for_words-prefixes_and_suffixes_2012-draft_3.pdf



Treasure Hunt!

Directions

- Look for words during your vacation to add to the grow lists in this booklet. You can find them in your pleasure reading, newspapers, magazines, and even on signs in stores!
- Write each new word you find on its list (see all the lists inside).
- Tally each list of words you find to keep track of your total number of words for prefixes and suffixes.

Total Treasure Chest

Page	Prefix	Suffix	Total
3	re/un		
4	pre/bi		
5	mis/dis		
6		er/est	
7		ful/____	
8			
9			
10			
11			
TOTAL TREASURES FOUND			

Language

L4 Language Standard in the Common Core Standards grades K-12

Prefixes	
Example: _____	Example: _____
Meaning: _____	Meaning: _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
TOTAL	TOTAL

Suffixes	
--er Example: soft er	--est Example: soft est
Meaning: _____	Meaning: _____
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
TOTAL	TOTAL

The Most Frequent Prefixes and Suffixes in English

Ran k	PREFIX	% of all prefixed words	SUFFIX	% of all Suffixed Words
1.	un-	26	-s, -es	31
2.	re-	14	-ed	20
3.	in-, im-, il-, ir- (not)	11	-ing	14
4.	dis-	7	-ly	7
5.	en-, em-	4	-er, -or (agent)	4
6.	non-	4	-ion, -yion, -tion	4
7.	in-, im- (in)	3	-able, -ible	3
8.	over-	3	-al, -ial	1
9.	mis-	3	-y	1
10.	sub-	3	-ness	1
11.	pre-	3	-ity, -ty	1
12.	inter-	3	-ment	1
13.	fore-	3	-ic	1
14.	de-	2	-ous, -eous, -ious	1
15.	trans-	2	-en	1
16.	super-	1	-er (comparative)	1
17.	semi-	1	-ive, -ative, -tive	1
18.	anti-	1	-ful	1
19.	mid-	1	-less	1
20.	under- (too little)	1	-est	1

Using White Boards to Teach Writing Conventions:

Dictation

Procedure:

- Use white boards or plain writing paper.
- Dictate a sentence or short paragraph to your students. Speak slowly and repeat as needed. Build into your dictation the skills you want to check for such as spelling, vocabulary, punctuation etc. Make sure to check your grade level standards blueprints to cover the specific skills expected for your grade level.
- Tell the students how many skills they are to find and use. For example, “The sentence below contains _____.”

Benefits:

- Use dictation to learn about your students while watching them “encode”. You can see immediately what they are able to do, and what still confuses them. Walk around and observe while students are taking the dictation.
- Take time to use the “teachable moments” that will no doubt appear as you see where students are confused. You may want to stop the dictation and teach the skill right then so that all students are successful. For example, “*I am noticing that many of you were having trouble with _____, let’s go back and remember the rule for _____.*”

Sample of white board response

Mrs. Knox said, “Do you like to go to San Francisco, California?”

(6 capital letters, 6 punctuation points)

Show Not Tell

Using Shades of Meaning Emotion Words

Show Not Tell Lesson using emotion words:

Copy and cut out the words. Review them by placing them on a continuum from positive to negative. Pass them out face down to students. Students write a scene that describes the feeling or lists what you would see in a character experiencing that emotion and then the class listens to their writing and tries to guess which emotion word they were illustrating with their writing. This lesson is well suited for teaching **CCS ELA Language standards 1, 3, 4, and 5:** “shades of meaning”. See page 62 for introduction of Show Not Tell and sensory word development.

joyful	Calm	terrified	scared
excited	Frantic	worried	tense
playful	Amused	proud	peaceful
curious	Nervous	frustrated	angry
embarrassed	Anxious	elated	ebullient
ecstatic	Flabbergasted	confused	irritated
giddy	Shy	disgusted	furious
gloomy	Lethargic	cheerful	lonely
ignored	Obsessed	bored	fascinated
shocked	Confident	astonished	weary

Regular and Irregular Past Tense Verbs in English

Most of narrative writing is written in the past tense, so it makes sense to draw students attention explicitly to how our verbs work as they are working on writing their stories. Verbs are tricky in English:

"Irregular verbs are verbs that do not follow the convention of adding 'ed' at the end of the verb to form past tense statements. Although there are only about 180 past tense verbs in the modern English language, they are the most commonly occurring verbs. According to [Steven Pinker](#), 70 percent of the time we use a verb, it is an irregular verb. The implication for pedagogy is that irregular verbs are an extremely important area to cover."

Steven Pinker is Professor in the Department of Brain and Cognitive Sciences at MIT, and the author of *The Language Instinct* (William Morrow & Co., New York, 1994)

Here are some ways to do this:

Noticing the difference between present tense and past tense in English:

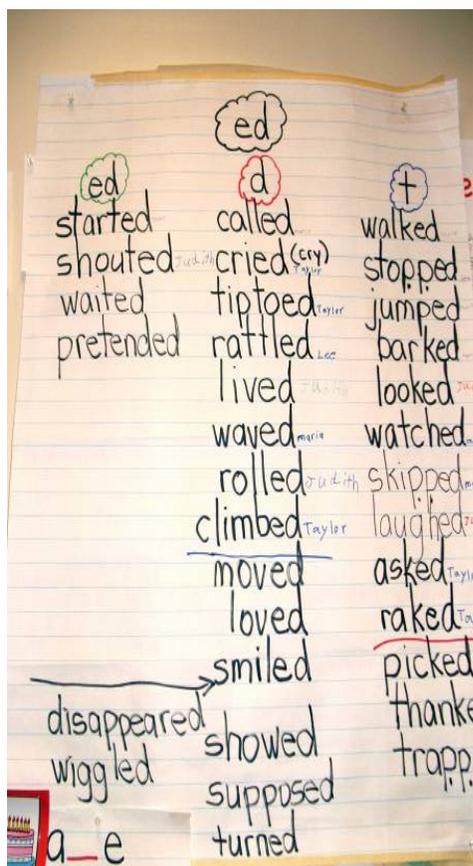
Make a list of things you do every day during lunch recess with your students. Use white boards to get input from the students and follow the "no repeats" method. Students list their ideas and as you add them to the whole class chart, others cross off the words if they have already listed them on their whiteboard.

Next, ask the students what they did yesterday during lunch recess. List those things as well. After you've generated the lists, step back and ask the students to notice any patterns they see in the changes to the verbs between present and past. See if your students can "discover" and verbalize about what they notice. Your chart may look something like this:

What we do every day at Lunch Recess	What we did yesterday at Lunch Recess:
Eat lunch	Ate lunch
Drink water	Drank water
Run around	Ran around
Play with friends	Played with friends
Read books	Read books
Go to the bathroom	Went to the bathroom
Get hot	Got hot
Talk to friends	Talked to our friends
Laugh	Laughed
Jump around	Jumped around

Once the students have noticed that some past tense verbs have –ed at the end and others change their spelling and pronunciation, introduce the concept of regular and irregular verbs to the students. Next sort the verbs they listed for lunch recess and then expand that to include other things they did yesterday to broaden the sort.

Based on this initial lesson have students “grow” a list of regular and irregular past tense verbs over the course of the next week. Have students, for example, highlight the verbs in a story passage that is written in past tense and list and sort those verbs as regular or irregular. Produce a finer sort for the regular –ed past tense verbs by pronunciation like the photo below:



Irregular Verbs Conjugation		
present	past	past have...
1. teach	taught	have
2. throw	threw	have thrown
3. drink	drank	have drunk
4. give	gave	have given
5. come	came	have come
6. get	got	have gotten
7. do	did	have done
8. see	saw	have seen
9. know	knew	have known
10. take	took	have taken
11. fly	flew	have flown
12. fight	fought	have fought

Encourage students to use these in authentic language practice during class by either writing sentences on white boards about something that happened in the past, or by telling each other stories about something that happened in the past. Let them have their irregular verbs chart handy as they do this. It is challenging to keep all of these straight rules in one's mind.

A list of past tense verbs follows.

Examples of Past Tense Verbs

PRESENT Tense	PAST Tense		PRESENT Tense	PAST Tense		PRESENT Tense	PAST Tense
awake	awoke		fight	fought		pay	Paid
be	was, were		find	found		put	Put
beat	beat		fly	flew		read	Read
become	became		forget	forgot		ride	Rode
begin	began		forgive	forgave		ring	Rang
bend	bent		freeze	froze		rise	Rose
bet	bet		get	got		run	Ran
bid	bid		give	gave		say	Said
bite	bit		go	went		see	Saw
blow	blew		grow	grew		sell	Sold
break	broke		hang	hung		send	Sent
bring	brought		have	had		show	Showed
broadcast	broadcast		hear	heard		shut	Shut
build	built		hide	hid		sing	Sang
burn	burned/ burnt		hit	hit		sit	Sat
buy	bought		hold	held		sleep	Slept
catch	caught		hurt	hurt		speak	Spoke
choose	chose		keep	kept		spend	Spent
come	came		know	knew		stand	Stood
cost	cost		lay	laid		swim	Swam
cut	cut		lead	led		take	Took
dig	dug		learn	learned/ learnt		teach	Taught
do	did		leave	left		tear	Tore
draw	drew		lend	lent		tell	Told
dream	dreamed/ dreamt		let	let		think	Thought
drive	drove		lie	lay		throw	Threw
drink	drank		lose	lost		understand	understood
eat	ate		make	made		wake	Woke
fall	fell		mean	meant		wear	Wore
feel	felt		meet	met		win	Won
						write	Wrote

Cues, Sequences, and Transition Words for K-3

Transition Words Describing Importance:



the best

the most important

the first interesting



the next best

the next most important

more interesting



the least best

the least important

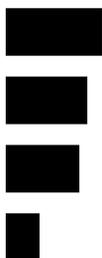
the most interesting

the worst

not important

not interesting

Contrast Cue Words: Describing Size or Quantity:



❖ best

❖ most

❖ all

❖ largest

❖ biggest

❖ huge

↑ almost

↑ more

↑ many

↑ larger

↑ bigger

↑ large-sized

▫ some

▫ some

▫ only

▫ equal to

▫ big

▫ medium-sized

↓ little

↓ fewer

↓ smaller

↓ small-sized

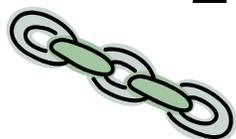
◆ worst

◆ least

◆ fewest

◆ smallest

◆ tiny



Linking Transition Words: to link two ideas together

To add information

+ again
+ also
+ and

+ another
+ as well
+ consequently
+ furthermore
+ in addition
+ in the same way
+ moreover
+ plus
+ still another
+ too

Opposition/change

↗ although
↗ besides
↗ besides

↗ conversely
↗ except
↗ however
↗ in spite of
↗ instead
↗ nevertheless
↗ not only
↗ otherwise
↗ yet

Timing *(see also next page)*

🕒 after
🕒 after that
🕒 at the same time

🕒 before
🕒 before this
🕒 last
🕒 next
🕒 soon
🕒 still
🕒 then
🕒 when
🕒 while

To give examples

➔ a similarity
➔ in fact
➔ on the one hand

➔ on the other hand
➔ a further example
➔ another example
➔ for example
➔ for instance
➔ furthermore
➔ likewise
➔ moreover
➔ one example of
➔ similarly

Reason/conclusion

🌟 as a result
🌟 because
🌟 in conclusion

🌟 in the end
🌟 is
🌟 since
🌟 so
🌟 therefore
🌟 thus

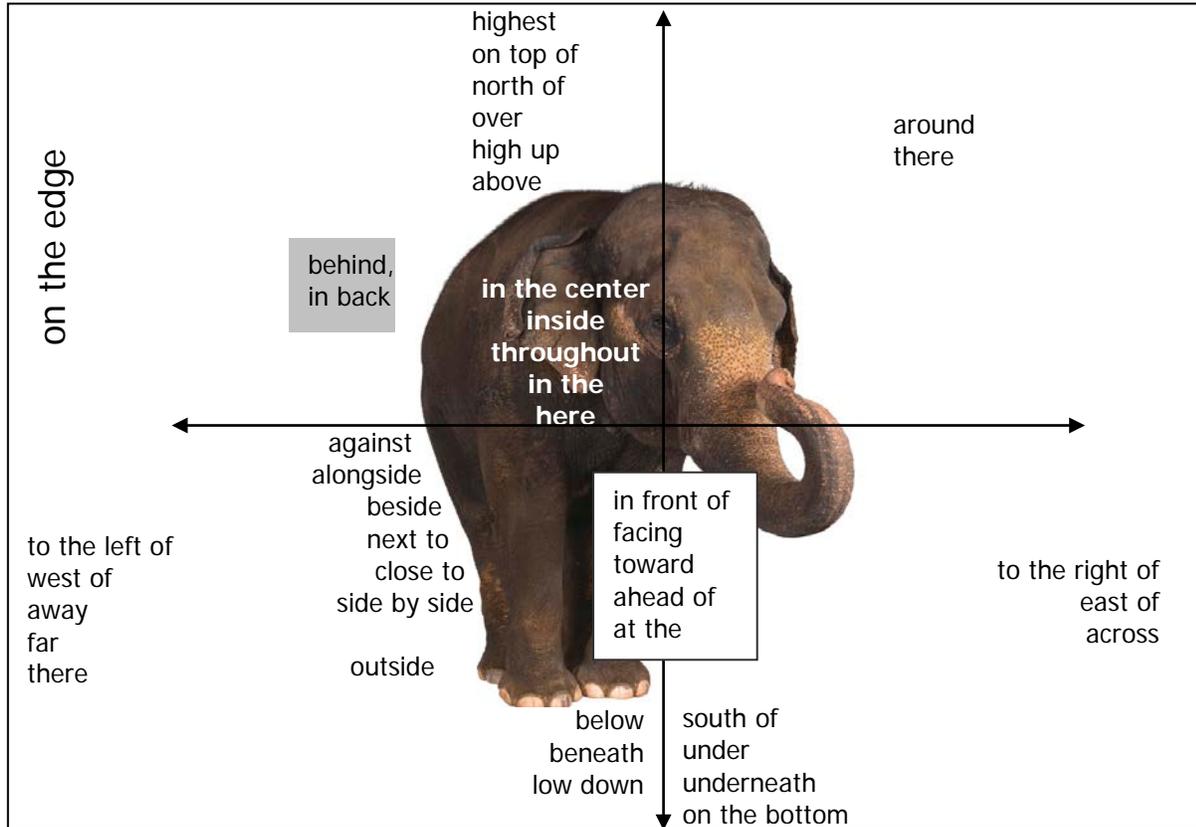
Cues, Sequences, and Transition Words for K-3

Cause/Effect Cue words: When words are needed to signal cause and/or effect.



because	as a result	as a consequence
by	since	this is the reason
then	so that	
unless	therefore	

Space Sequence: When details are arranged spatially in relationship to one another.



Time Sequence: When some details occur before, during, or after others in time.

Beginning/PAST

in the past
to begin with/the oldest/the earliest
before
yesterday
then
last year
before
at the beginning
in the morning
by this time
first/previously
yesterday



Middle/PRESENT

in the present
currently/the most recent
during
today
now
this year
during/meanwhile
in the middle
before noon
at this instant
second/then
today

NEXT

tomorrow
soon
next year
after/afterwards
so far
in the afternoon
at the same time
third/next
the next day

End/FUTURE

in the future
after
the day after tomorrow
until
in a few years
later
at the end
in the evening
since
finally/last
two weeks later/six months later



Differentiation Techniques

Narrative Writing



Most Special Education students can learn to write to grade level common core standards with a higher level of scaffolding as well as a more gradual release of responsibility to the students. This means that initially the students may be mostly dictating their ideas to the teacher as the teacher is writing a group story with the students. Other forms of scaffolding include providing frames, CLOZE passages, or narrowing the choice of options for developing their stories. The following suggestions provide one sample of what we mean by increased scaffolding and a more gradual release of responsibility.

Week 1

Choose a narrow topic focus for your modeling, read alouds, shared writing, and guided writing. You may choose to spend the entire 6 week unit learning how to write narratives about things that happen at school, for example. Other easy topics include stories that involve pets, and simple stories about animals that talk (use *Clifford* and *Curious George* for ideas). This will allow the students the multiple exposures they need, and the very gradual release of responsibility over to the student that will allow them to become proficient in writing at least one kind of narrative to grade level standards.

Read Alouds

Choose a narrow focus, and read several very short pieces. Pause and talk about each story element, then list it in a literature matrix that is simplified:

Title	Setting	Characters	What happens?	How does it end?

Here is a list of simple stories that take place in school:

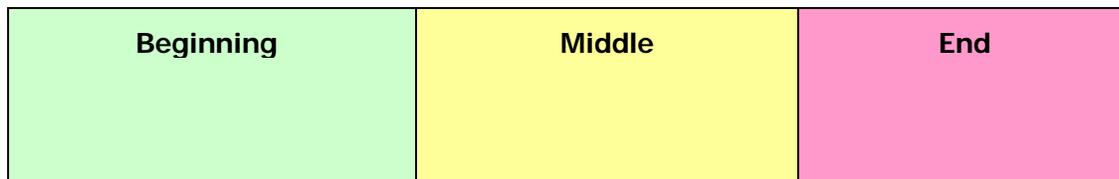
- Oh No, It's Robert**, by [Barbara Seuling](#)
- If You Take a Mouse to School**, by Laura Numeroff.
- David Goes To School**, by [David Shannon](#)
- School**, by Emily Arnold McCully
- IQ Goes to School**, by Mary Ann Fraser
- Arthur Books**, by Marc Brown. Many of these easy reading books are about adventures in school.
- Biscuit Goes to School**
- Froggy Goes to School**
- My World Going to School**, by Tammy Schlepp
- The Berenstain Bears Go Back to School**
- I Am Not Getting Up Today**, Dr. Seuss

Readworks.org has about 45 simple narratives that can be duplicated so that students can label the basic elements of the stories.

http://www.readworks.org/literary-reading-comprehension-passages?utm_source=Email&utm_medium=Email&utm_campaign=022614%20Literary%20Registered

Modeled Writing:

Model a simple story from your own life. Try using a 3 picture organizer for beginning middle and end. Draw and label your drawing in front of the students. Here's an example:



First Day of Kindergarten

By Ms. Knox

On my first day of kindergarten I was really scared. I went to school in a little house. I had to climb some big stairs to get into the classroom.

I found my desk. I sat down and the teacher told us to put our name on the paper. I started to write my name but it was really hard. All the other kids finished before me. They laughed at me.

The teacher said, "Why are you laughing? Charlotte has 9 letters in her name - that is more than any of you!" The kids said they were sorry, and then we went out to play. The second day of school was much better.

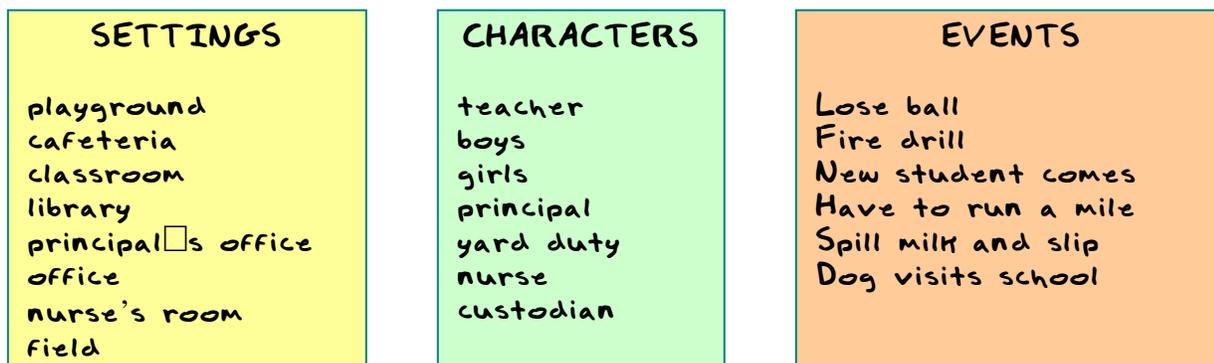
Week 2-3: Shared Writing

Read Alouds

Continue reading simple stories with a narrow topic focus. Add to the matrix chart. Have students begin telling you about which stories they like best and why. Glue a copy of the cover of the book in the box that says "title" to give a stronger visual clue/reminder about the book. Ideally, find books with simple enough text and large print so that students can read along with you. You can use your document camera to project the text and pictures up on the screen. One student could track the text with a pointer.

Shared Writing

Make lists with student input about settings, characters, and possible events in stories that take place at school. Students can draw pictures and attempt to write the words that go with them on their white boards to give their input. Your lists may look like this:



Also brainstorm with your students a few possible ways to start a narrative:

One _____ and _____ day.....

It was a _____ day at school.....

A long time ago.....

_____ is a _____ place to go to school.

One day _____, a _____ grader, was playing in/on the _____.

- Post a transition words list such as the one in this handbook, or simplify further.
- Have students choose the setting, two characters, and the event. With student input, draw pictures for the **beginning**, **middle** and **end** on a piece of chart paper.
- Now, start writing the story. Let them choose which **story starter**. Finish the story starter sentence with ideas from their charts. Write one or two more sentences about what is happening in the beginning of the story.
- Write about the **middle** of the story. Start sentences with transition words such as: **then**, **next**, **after that**, and **so**.
- Write the **end** of the story. Use a transition word or phrase such as **finally**, or **at the end**.
- When the story has been written down, invite the students to do a shared reading of the story several times. You may even want to type it up and let students make their own illustrations to go with it. It will make a 3 page booklet.
- Repeat this process at least one more time.

Week 4-6:

Shared Writing - Highly Guided Practice

Create a story frame like the one below that is similar to the stories you wrote together when you were doing shared writing. Show students how to choose words from your brainstormed lists and the story starters.

One _____ and _____ day at _____ School a _____ named _____ was playing on the _____. He liked to play _____ with his friends.

Along came a _____ named _____. He/she said, "_____". _____ said, "_____".

Finally they got _____. So they went _____. They had a _____ time together.

You can make it even easier for students to select words to build a story from your charts by color-coding the blanks to match the color of the chart they are lifting from for that particular blank.



CLOZE Stories

Take a simple story from one of the stories you wrote together or from a story you have read with the students. The short stories on readworks.org would work well for this. Type up the story and delete words from each sentence for elements your students can handle. Create a blank to write into for each word you delete.

MadLibs

Students will also enjoy building stories with MadLibs. *Note: the real MadLibs require a good understanding of English—keep yours very simple.*

Then build lists of **nouns**, **adjectives**, **verbs**, **adverbs** for the topic of the mad lib. Color code these by the color of the list to show the strategy above.



It's really important to remember that English learners need help with learning or retrieving English words for the ideas they have imagined for their narratives as they are writing. Please don't mistake this need for easy-to-reference support with English vocabulary and grammatical structures with a lack of aptitude for creativity in writing. It's also important to bear in mind that English learners can probably move along at a faster pace than your Special Ed students once they begin to acquire the English necessary to share their ideas. Here are some specific ways to give access to English and ample practice with talking throughout the writing process.

Week 1: Modeling

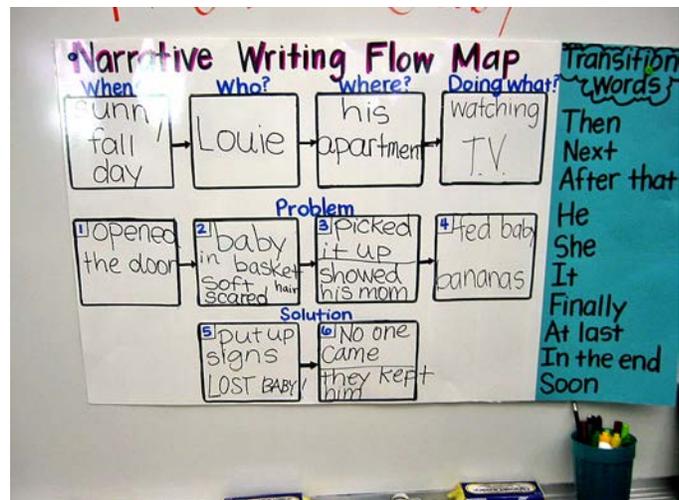
Read Alouds

Choose read alouds with strong storylines supported with ample illustrations. Use picture books that tell the story through the illustrations as well as with the words. Here are some modifications to the basic read aloud procedure that will really help English learners access the storyline once you begin reading:

1. Make sure all students can see the illustrations well. Either gather them close on the rug, or use a document camera to project the book up on the screen.
2. Preview the cover and back cover illustrations. Name the items you see and have the students repeat those words. Think out loud about what the story may be about. Invite students to share their predictions with a neighbor in English or their primary language.
3. Provide a picture walk for the first part of the story. Tell the story through the pictures using simple conversational English. This will help them understand the basic storyline before they are trying to also comprehend more literary English. Don't share so much of the story ahead of time that the plot is given away. Preview the text to decide where to stop the picture walk.
4. Read the story aloud to the students. Read with a slower pace, enunciate the words clearly, and pause often to make connections between the text and the illustrations. Where possible connect new English words to the illustrations so that they will understand the meanings of the words more easily.
5. When the story is finished, invite responses. For beginning ELs you may want to provide a language frame to respond with for example: "That book was _____," or "I liked the part where _____," etc. You can also have cards with assorted faces or numbers of stars so that students can show their response by lifting a card.
6. Students can get great oral practice with storytelling by retelling a favorite picture book through the illustrations. Simply copy the illustrations on separate sheets of paper, ask the students to order them in sequence, and then take turns telling the story in a small group or in pairs. You can support their English use by letting them label the illustrations with English words first so that they don't have to try to remember everything as they are telling the story.

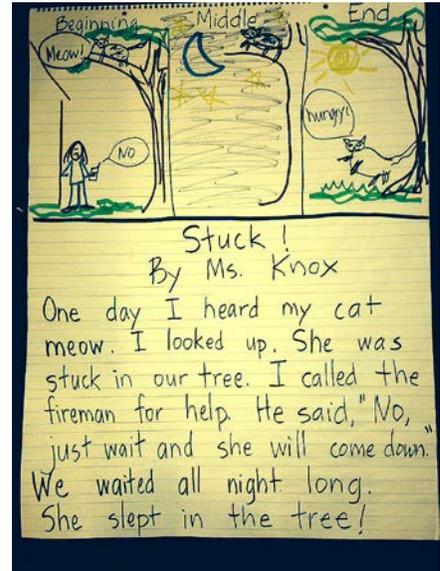
Make sure to use the story matrix for each picture book you use to also help students access the English necessary to recall these texts and potentially use those ideas in their own stories.

Title	Setting	Characters	What happens?	How does it end?



Modeled Writing: Teacher's Story

As you select the topic for the narrative you are going to model for your students. Think of a storyline that will contain high utility English your students may already understand or use so that they can focus on the writing process as they are watching you demonstrate. Make sure to take time with telling the story aloud as you draw your pictures before you begin writing. This will give them a preview of the story so they can then take time to watch the writing process too. Use simpler English and avoid idioms or vocabulary your students don't know when you're telling your story. Here is an example of a story I have told to many groups of English learners.



Week 2

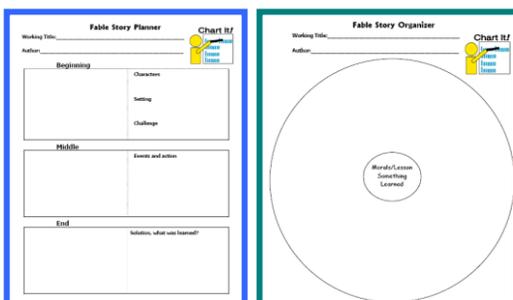
Shared Writing

You may consider narrowing the focus on story possibilities for your ELs this will give you more time to develop the vocabulary they are going to need to access as they write. You may consider the school focus as described in the Special Education section, or focus on a structured kind of narrative such as fable writing. Fables are short stories featuring animals as characters that learn a lesson or illustrate a moral value. If you chose to do fables for shared and guided writing your charts may look like this.

SETTING	CHARACTERS	CHALLENGE	WHAT THEY TRIED TO DO	WHAT THEY LEARNED
forest farm garden back yard field woods park beach mountains barn zoo	dog cat tiger wolf chicken duck turtle snake mouse raccoon skunk	Want to get some food Want to win a race Want to build the biggest nest Are bored	Trick the other animals away from food Go a different way Steal twigs and branches from another nest Bother the other animals	Greed makes you lose friends Cheating doesn't feel good If you bother your friends they won't be there when you need them

Write at least two simple fables from your charts with student input. You can let the students vote on which two characters they want to use and the setting in which they will live. Then choose a challenge with them and decide what they will do and what they will learn. As you compose the story with the students, you may need to frame the sentences for them and let them fill in. For example you may say, "A long time ago there was a _____ and a _____. They lived in a _____. It was very _____ there."

Make sure to label the parts of your class fable with the key elements, and create a **how to chart** for fable writing with pictures to illustrate the steps. Here's an example.



How to Write a Fable:

- Use your fable story planner to:**
 - Choose** a lesson you want to use for your story.
 - Choose** the animal characters for your fable.
 - Describe** the setting they will live in in your fable.
 - Think** of a challenge for your characters which goes with your lesson.
 - Plan** what they try to do that teaches them their lesson.
- Write your fable.** Make sure to include some places where your animals talk in your fable.
- Re-read** your fable. Read your fable to a partner too.
- Revise:** transition words? Dialogue? Description?
- Edit:** check for capitals, punctuation, spelling
- Publish:** type or handwrite a final copy
- Share:** sign up for author's chair!

Week 2

Read Alouds

If you are going to have your ELs write fables, make sure to read lots of fables with them and create a matrix such as the one below. Students will naturally borrow ideas from these models and the English language they are exposed to with all of the read alouds. This will support their own story writing tremendously. You can explore these fable read alouds during ELD time for your ELs if you want to use other literature with the rest of the class. Just make sure your ELs have access to the matrix chart when it's time for them to write their own stories. Students can use the lessons learned from the traditional fables to build their own versions. If your ELs go to another classroom for ELD, they could make their own charts on large paper in a folder and bring that back to their regular classroom for writing time.

Fable Matrix

Title	Setting	Characters	Challenge	What They Tried	What They Learned	Our Rating ★★★★★
The Tortoise and the Hare	Forest	Tortoise Hare	A race	Hare stopped to eat and rest. Tortoise kept going.	Slow and steady wins the race	★★★★★ good lesson, kind of short

Here are some sources for fables to read aloud:

Fables, by A. Lobel

Little Book of Fables, retold by Veronica Uribe

Aesop's Fables, Retold by Jerry Pinkney

Weeks 3-5

Guided Practice

Help ELs write 1 or 2 fables or other highly structured stories. For Beginners you may want to provide a frame such as those in the Special Ed section and may even use the color coding. Make sure the students have time to draw to plan their story and to practice telling the story to a partner or small groups several times before they write. This oral rehearsal is essential for English learners. The prewriting and rehearsing could be done in ELD time if the students feel more comfortable speaking aloud in that setting. Coordinate with the other teachers to make sure they have this opportunity before writing.

If the rest of the class or grade level is not writing fables, you'll want to spend a week or so providing guided practice with another form of narrative prior to the end of the unit. If your district has an on-demand prompt assessment for narrative coming up, make sure to give your ELs one highly structured and guided practice with the format of that prompt as well. This may also be something you can add into ELD time if the time is needed. Simply take a week's worth of ELD times and do the following:

- **Monday:** review prompt, generate language and ideas, students choose their ideas and fill in a graphic organizer
- **Tuesday:** students draft a narrative, guide and prompt students through the steps for the elements on your grade level rubric. For example, if the story needs dialogue, have the students write a piece of dialogue to go with their story on a white board and share those ideas with the class, then add to their piece.
- **Wednesday:** finish draft and re-read to a partner. Revise to add detail or enhance word choice
- **Thursday:** Edit: use a collaborative format such as the **Editing Machine** (see page 83 in this handbook).
- **Friday:** Share stories with **author's chair** (see page 82 in this handbook) and give feedback based on rubric they will use in their on-demand assessment.

Week 6

Publishing

English learners may need very explicit help with grammar. Remember, what they wrote probably “sounds right” to them. Give gentle corrective feedback that may sound like this:

It's great that you added what your character felt when that happened, here's how we say that in English: “The fox *felt*” (instead of feel) “excited as he saw the fat chicken walking down the road.”

If possible, don't just fix it all with a red pen that may be embarrassing to a student learning English. For example, you could pull your ELs during silent reading one at a time to help with grammar.



Students who write and read with ease will thrive during the narrative writing unit. They will have more ideas than they have time for and may want to rush from inspiration to inspiration. The challenge with these students will be to help them first explore all of their ideas, and then choose one and stick with it through to the end to create a really quality narrative. Here are some ideas for supporting and corralling these students.

Week 1

Read Alouds

Make sure to use collaborative talk structures as you discuss the qualities of the great literature you are reading to the students. These students may dominate the conversation, so provide an equitable way for sharing. Challenge these students to read additional texts by the same authors of your read alouds throughout this unit. You may want to collect 2-3 titles by each author you share and have them at the ready. If a student has read another title by the author, you may allow them to prepare a one minute “infomercial” and present that to the class during the read aloud time.

Modeled Writing:

As you model the writing of your own narrative, these students may want to chime in with their own ideas and suggestions. Gently remind them that this is your story and that they will have many opportunities to create their own. Encourage students to keep a notebook handy and to jot their ideas down as they come to keep them from blurting them out to the whole class. Make sure to include some elements in your own modeled narrative that are beyond your grade level standards. Your **Extend** students may be able to include these elements in their own writing with very little instruction. For example, you may include a metaphor or simile as a descriptor.

Week 2

Read Alouds

Your extend students may choose to read their own choices as you explore qualities of excellent narrative writing with your students. That is fine, but hold them to the same focus areas you are exploring with the rest of the class. For example, if you are learning about how authors use dialogue, challenge them to find quality examples of dialogue to share and ask them to transfer those to their writer's notebook while you are working with the rest of the class.

Shared Writing:

Extend students may be able to begin guided practice after viewing the teacher modeling and receiving an explanation of the process via the "how to" chart. If they are dying to get started with their ideas, allow them to do so as long as they can work quietly while you teach the rest of the class. You'll probably see them look up and take in a lot of your shared writing instruction anyhow, but they won't be slowed down unless they need help.

Quick tries:

Extend students will love this because they generally are quick at doing just about everything. You can use their attempts as models for the other students. Make sure they participate in all of your quick try practices.

Weeks 3-5

Guided Practice

Make sure to find time to meet with your **Extend** students as is possible. Early on in the guided practice phase of the unit, you may want to pull them together and do a lesson on the elements in the level 4 (above grade level) aspects of your rubric. Make sure the students understand what each item means, and use the "quick try" method to get them to have a go with each element.

Extend students tend to write a lot, but not all of it is quality writing or on topic and necessary. Help them discipline themselves by referring to their planning notes frequently, checking off the elements they have incorporated, and labeling those elements on their draft. You may also be able to interest them in cutting unnecessary text by crossing out or even cutting up the paper and taping sections to each other. You'll probably have to schedule some one to one conferencing with these students to keep them focused as they finish up their pieces.



Jumpstart students are those who are slow to get started with writing for a variety of reasons. They may simply lack confidence, have trouble following and remembering multi-step processes in writing, or need more think time to gather their ideas. It is very helpful to establish a procedure in your classroom for meeting with them first just after any whole group mini-lessons at the beginning of a writing period.

Have those students meet you at a small table or on the carpet to receive a "jumpstart" for the writing task of the day. If possible, arrange this small group area within view of any teaching charts you may be using for this writing unit so that the students can easily reference them from where they are working. Remind the students to bring their writing folders, a pencil and any

other tools for writing you expect them to use. Make sure they have a copy of the rubric or checklist for the task, and the "how to" chart of the type of writing you are working on. Start by reviewing the task for the day and how to do it.

For example, you might say, "Remember, today we are working on describing the setting for your stories, let's have each person tell us what their setting is and how you would describe it." Then go around the group and have each person describe their setting out loud. If they have drawn pictures as a pre-writing activity, ask your **Jumpstart** group to label their pictures with describing words.

Next you could get the group started with the writing by reminding them where they could access vocabulary or even language frames to get going. Once everyone has started writing, leave your **Jumpstart** group and circulate to the other students in class. After several minutes, swing back by the jumpstart group to remind them of the next step in the process. Remember to praise with specific feedback for this group. They are typically reluctant and lacking in confidence—your positive feedback will begin to erode that negativity and help them begin to see themselves as writers. When it's time to share at the end of the writing period, let this group share their work first so that they can shine before others share.