

CCSS Unit Planner for Narrative Writing 4-6

"Begin with the end in mind."

Grade	Topic/Narrative Type:
PLANNING	<p>Big, Enduring Ideas and Concepts: Use "Look At" document for content standards. http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp</p>
	<p>Narrative Standards Literature Standards Content Standards</p>
	<p>Authentic Mode for Publishing/Sharing: 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></p>
	<p>Artistic way to publish and share.....</p>
	<p>CCSS Grade level writing expectations:</p>
	<p>Writing Standard 3: Narrative, and others</p>
	<p>Authentic Audience (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></p>
	<p>Assessment: 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></p>



CCSS Unit Planner for Narrative Writing continued

READING and RESEARCH SOURCES	<u>Possible Sources: INTERNET</u> <i>Internet resources are covered under Reading: RI7 and Writing: W6.</i>
	Mentor Texts Authors to study and their websites
	<u>Possible Sources: TEXTBOOKS/BOOKS</u> <i>Other resources are covered under Reading: RL 1-10, RI 9 and Writing: W6-8.</i>
	<u>Possible Sources: OTHER</u> (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>
<u>Evaluating Sources and Resources</u> 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 25-31</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 32-34</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.</p>

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WEEK 2

Week 2 Dates: _____ Number of lesson periods _____	
During Reading	<p>Pages from Handbook 48-55</p> <p>Reading literature for elements of the text type (historical fiction—fables, tall tales, science fiction, etc.).</p>
During Writing	<p>Pages from Handbook 37-40</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 41). Continue to encourage "quick tries," page 35.</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>Pages from Handbook 32-71</p> <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 (student checklists 59-61 and teacher rubrics are on pages 85-87 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 72-84</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 84).</p>