



# CCSS Unit Planner for Narrative Writing K-3

*"Begin with the end in mind."*

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

<b>READING and RESEARCH SOURCES</b>	<b><u>Possible Sources: INTERNET</u></b> <i>Internet resources are covered under Reading: RI7 and Writing: W6.</i>
	Mentor Texts Authors to study and their websites
	<b><u>Possible Sources: TEXTBOOKS/BOOKS</u></b> <i>Other resources are covered under Reading: RL 1-10, RI 9 and Writing: W6-8.</i>
	<b><u>Possible Sources: OTHER</u></b> (Guest speakers, community organizations, author visit or skype, etc.) <i>Interaction with people &amp; resources is covered under Writing: W6 and Speaking and Listening: SL 1,2,3.</i>
	<b><u>Evaluating Sources and Resources</u></b> Include a lesson on how to evaluate websites and conduct effective website searches. <a href="http://www.schrockguide.net/critical-evaluation.html">http://www.schrockguide.net/critical-evaluation.html</a> 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 _____	
<b>During Reading</b>	<p><b>Pages from Handbook 25-30</b></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>
<b>During Writing</b>	<p><b>Pages from Handbook 35-36</b></p> <p><b>Model writing</b> a full piece. Label the parts of your piece showing elements of narrative writing. Make sure to cover those on your <b>rubric</b>.</p> <p>Encourage "<b>quick tries</b>" with elements of writing you are modeling (page 37).</p>

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## WEEK 2

Week 2 Dates: _____ Number of lesson periods _____	
<b>During Reading</b>	Read literature for elements of the text type (realistic fiction, historical fiction—fables, tall tales, science fiction, etc.).
<b>During Writing</b>	<b>Pages from Handbook 40-43</b> <b>Shared Writing</b> 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.

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

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

<b>Weeks 5-6 Dates:</b> _____ <b>Number of lesson periods</b> _____	
<b>During Reading</b>	<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>
<b>During Writing</b>	<p><b>Pages from Handbook 74-86</b></p> <p><b>Revise:</b> students select one piece to take to publication. Conduct mini-lessons on revision using student work, conference with individuals as possible.</p> <p><b>Edit and Publish:</b> use self and peer techniques as well as word processing to edit and publish.</p> <p><b>"Dress Rehearsal":</b> conduct a trial of an on-demand write if time before assessment (page 86).</p>