

Unit Title: Blooming Storytellers-Narrative Writing **Grade Level:** 3rd

Subject/Content & Topic Area(s): Language Arts- Writing

Key Words: Narrative, Prewriting, Drafting, Revising, Editing/Proofreading, Publishing, Description, Dialogue

Designed By: Rochelle Shall

Time Frame: 3 weeks

School District: Fraser Public School District

School: Emerson

Brief Summary of Unit (including curricular context and unit goals):

In this third grade narrative writing unit, students will understand and develop their piece of writing using the five stages of the writing process; prewriting, drafting, revising, editing, and publishing. They will work on creating a narrative writing portfolio throughout the 3 week unit. At the end of the unit they will be asked to write an essay on how each piece of their portfolio helped them through the writing process to reach their final draft (final product). The students will also take a quiz titled "Editor Wanted Quiz" to assess understanding of revision and editing. They will be given a poorly written narrative, which they must rewrite making all necessary changes.

Over the last week of the Unit, the students will be given a culminating performance task. The students will "become the author" of a children's narrative. The goal is for the students to create a fiction or non fiction children's story using the five stages of the writing process. At this point they will have an understanding of why narrative writing is used, the components found within narrative writing, and how to follow the five stages of the writing process to reach their final draft.

**Understanding by Design
Final Design Template**

Title: Blooming Storytellers

Subject/Course: Language Arts-Writing

Topic: Fiction and Non Fiction Narratives

Grade: 3rd

Designer: Rochelle Shall

Stage 1—Desired Results

Established Goal(s): Content Standards & Benchmarks

Common Core:

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, and editing.

Big Ideas from established goals: The central concepts and IDEAS of this unit are...

- Narrative (Storytelling)
- Descriptive Details
- Event Sequences
- Five Steps of the Writing Process (prewriting, drafting, revising, editing, publishing)

Transfer: students will be able to independently use their learning to...

- Correctly identify a narrative when they hear or read one in any subject area.
- Understand and apply the use of descriptive details in all written work.
- Recognize and apply the strategy of event sequencing in all subject areas.
- Apply the skills of prewriting, drafting, revising, editing, and publishing to any written piece.

Enduring Understanding(s): Big Ideas

Students will understand that...

- Narratives allow us to share stories (both fiction and non fiction)
- There is a direct correlation between organization and effectiveness of writing.
- The recursive writing process consists of planning, drafting, revising, editing, and publishing.
- Graphic organizers are tools that can help writers to brainstorm ideas and sequence events.
- Good grammar, spelling, punctuation, and formatting are important to make writing clear
- Details help audiences to picture what they are reading.

ESSENTIAL QUESTIONS

- When might we need to use writing to tell a story?
- How do I use descriptive language to express my thoughts, feelings and personal experiences?
- How can organization influence meaning and clarity in a piece of writing?
- How can good grammar, spelling, punctuation, and formatting make writing clear?

(Knowledge)

Students will know...

- Narrative text moves through a logical sequence of events but focuses on the development of a single event.
- How to choose and use a graphic organizer to assist with generating ideas and event sequencing.
- Descriptive details help the reader to visualize the story.
- The five steps in the writing process are planning, drafting, revising, editing, and publishing.
- The basic rules of grammar and punctuation (capitalization, subject/verb agreement, complete sentences, quotation marks, periods.)

(Skills)

Students will be able to...

- Organize events in chronological order, developing beginning, middle, and end for that event.
- Use a variety of graphic organizers to organize information from a specific topic or text.
- Demonstrate appropriate use of grammar and punctuation including; commas, periods, exclamation points question marks and apostrophes.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Existing Student Knowledge

Anticipated preconceptions...

- Writing is not important.
- Writing should be done quickly.
- Good writers get it "right" the first time, and don't have to fix anything.
- Writing ideas down in the order they come to you is a good way to organize writing.
- If you can picture it as the writer, then the readers will be able too, even without details.
- Writing is a simple linear process.
- Writing is an inborn talent- you have it or you don't.

How instructor will use preconceptions...

- Give real life examples of narrative writing pieces.
- Provide students with a timeline to display the time it will take to complete their narrative (time frame for each of the 5 stages).
- Present the writing process as a continuous circle (they can always return back to previous stage if needed) .
- Hold student/teacher writing conferences to give positive reinforcement and feedback.
- Provide written examples of detailed oriented narratives vs vague narratives.
- Allow students to use a variety of graphic organizers.

Anticipated Challenges...

- Students have different level of experience with writing.
- Students will not actively participate throughout the writing unit..
- Students will not make changes to their work during editing.
- Students will not be working at the same pace.
- Students will become too concerned with grammar in the early stages of writing.

How instructor will mediate these challenges...

- Provide a pre-assessment to know and understand each students writing experiences.
- Monitor and encourage students to stay on task.
- Provide students with a checklist of essential writing features and examples of each.
- Set specific requirements during the editing stage, so that students know what is required of them.
- Separate students into writing groups if there is a wide range of writing abilities.
- Stress the importance of ideas vs grammar and that grammar can be changed once the ideas are written down.

Stage 2-Determine Acceptable Evidence

Performance Task:

1. You be the Author- The students goal is to create a story (fiction or non fiction) using characters, setting, and dialogue for an audience to read. Their role is to become a children's book author for a publishing company. The audience will be the editors of the publishing company and the children who read it.

*Worksheet that will be given to students and parents to explain this task can be found in Appendix A.

Formal Assessments: (quizzes, tests, prompts, observations, dialogues, work samples):

1. Narrative Writing Portfolio- The students will keep a portfolio of their narrative writing piece (children's book) from beginning to end, including prewriting, graphic organizers, drafts, and the final draft. The students will comment on each piece of their portfolio to tell how it helped them, and how their final draft was better because of that piece of their portfolio.

*Worksheet that will be given to students and parents regarding the required components of the portfolio can be found in Appendix B.

2. Editor Wanted Quiz- The students will be given a piece of unfamiliar narrative that contains grammatical errors and lacks details. Using what they have learned about good writing, they will edit the narrative and hand in their revised draft of it. Along with editing the narrative, they will also explain why they made the changes they did and how these changes improved the piece of writing.

*Quiz worksheet that will be given to students to take in class can be found in Appendix C.

Student Self-Assessment and Reflections:

Performance Task Blueprints-Provide a blueprint for at least one task.

What understandings and goals will be assessed through this task? What essential questions will be uncovered in this performance task?

By writing a children's book as either a fiction or non fiction narrative, the students will understand that...

- Narratives allow us to share stories.
- The five stages of the writing process help us to organize our writing.
- Details and event sequencing help our audiences to picture and understand what they are reading.

Essential Questions:

- Why would a narrative make a great children's book?
- How do I use descriptive language to express my thoughts, feelings and personal experiences OR those of the characters in my story?
- How can organization influence meaning and clarity in my children's book?
- How can good grammar, spelling, punctuation, and formatting make the writing of my children's book clear?

Through what authentic performance task will students demonstrate understanding?

Describe task(s) in detail so students clearly understand the expectations. (Optional use of GRASPS here)

Since we have been learning about writing narratives, a children's books publishing company has asked us to each to write and submit a children's narrative. Your **goal** is to create your own fiction or non fiction story using characters, setting, and dialogue for an audience to read. You will be taking the **role** of a children's book author and your **audience** will be the publishers and the children who read your story. The **situation** is that this publishing company is looking for young and talented third grade narrators whose work they can publish. They want to publish narratives with story lines that will appeal to students around your age group.

What student products and/or performances will provide evidence of desired understandings?

Students:

You need to think of a single theme (event), which will be your story idea; this must appeal to other students around your age. You must include characters, a setting, and dialogue between the characters in your story. There must be a title page and three paragraphs (minimum of 5 sentences in each paragraph), which include a clear beginning, middle, and end. The events must be in sequential order and provide detail, so that the audience can picture your story in their minds as they read. You must follow the five steps of the writing process that we have learned about to write this narrative. This means that you will be required to have at least three graphic organizers, two drafts, signs of revisions and editing (done with at least one peer), and a final copy.

By what criteria will student products and performances be evaluated? Provide standards or rubrics by which the task will be judged.

*See Appendix D for Analytical Rubric

Instructional Sequence for the Assessment:

This performance assessment will take place the last week of the Narrative Writing Unit. An estimated 8 hours will be spent over the span of 5 days to complete the assessment in class only. It is not encouraged for students to take this work home unless they are not using the allotted classroom time appropriately. Here is a basic structure of what the 5 days will look like:

Day 1: Present the students with the situation, goal, and their role. Begin with Stage 1 of the writing process- Prewriting. Students will decide on a topic to write their children's narrative on with the help of the three graphic organizers. These should be passed out to allow students to brainstorm and organize their thoughts.

Day 2: Begin Stage 2- Drafting. Using their graphic organizers, have the students develop a beginning, middle, and end to their narrative. Begin construction of paragraphs inside a writer's notebook.

Day 3: Continue Stage 2-Drafting. Once students have completed writing their three paragraphs have them independently begin Stage 3-Revising. This is when they analyze their work to "make it better" by rearranging words/sentences, deleting things, adding details, and dialogue.

Day 4: Begin Stage 3- Proofreading. Assign each student a partner with whom they will peer edit with. Together they will make sure all sentences are complete and that spelling, capitalization, and punctuation are correct.

Day 5: Stage 5- Publishing. Have the students go to a computer lab (if there is not one available have them neatly print) to type their final copy of their children's narrative (title page and three paragraphs).

Appendix A:

You be the Author



Dear Third Grade Students and Parents/Guardians:

We are getting ready to complete our third grade Narrative Writing Unit- Blooming Storytellers. We have gained new understandings as to why we use narrative writing and the components that are used such as; descriptive details, event sequencing, and character dialogue. The five steps of the writing process have guided us through the steps of how to construct a narrative. We have worked so very hard and because of this we were just asked a very large favor from Fox Children's Books Publishing Company!

Since we now have an understanding about how to write a narrative, Fox Books has asked each of us to write a children's narrative for them. Your **goal** is to create your own fiction or non fiction story using characters, setting, and dialogue for an audience to read. You will be taking the **role** of a children's book author and your **audience** will be the publishers and the children who read your story. Keep in mind that they want to publish narratives with story lines that will appeal to students around your age group.

The children's narrative must include:

1. characters
2. setting
3. topic/theme
4. dialogue
5. descriptive details
6. beginning, middle, end (event sequencing)
7. length must be at least 3 paragraphs
8. title page (title, picture, students name)
9. no grammatical errors (complete sentences, capitalization, punctuation)

This children's narrative will take place in the classroom over a span of 5 days. If work for the day is not completed in the classroom it will need to be taken home for completion. All of the work (prewriting, drafting, revising, editing, and final copy) will be added to everyone's Narrative Writing Portfolio. Third graders Fox Books needs your help. **Will YOU BE THE AUTHOR?**

Sincerely,

Ms. Shall

Narrative Writing Portfolio



Dear Students and Parents/Guardian,

As we begin our third grade Narrative Writing Unit- Blooming Storytellers, each student will be collecting their work into a portfolio (folder). This will allow you to see your growth as a writer and to keep all of your work in a safe place.

As we move through each stage of the 5 step writing process we will be doing a variety of tasks and it is this type of work that we will start to compile in our narrative writing portfolio's. This includes:

1. pre-writing activities (graphic organizers)
2. drafting exercises and drafts
3. Revising activities (details, dialogue, sequencing of event)
4. Editing activities (peer and individual)
5. Publishing (typing final copy in computer lab)

Once we have completed our Narrative Writing Unit, each student will have a portfolio that they can use to reflect upon. They will **write a one paragraph reflection** describing how the pieces of their portfolio helped them to develop an understanding of narrative writing (what made their final narrative better?) Narrative writing is a process and this portfolio will show exactly that!

Sincerely,

Ms. Shall

Grading Scale: 1 to 4

4- Portfolio contains all work done in class and it is evident that time and effort were put into each piece of work. The written reflection shows an understanding between the process and the product of narrative writing.

3- Portfolio contains all work done in class, but it is clear that full effort was not given on some pieces of work. The written reflection shows a brief understanding between the process and the product of narrative writing.

2- Portfolio contains only half of the elements and there is little effort shown on the ones that are included. The written reflection does not show a clear understanding between the process and the product of narrative writing.

1- Portfolio contains a few elements and the written reflection does not discuss the process or product of narrative writing.



Editor Wanted Quiz

Directions: The narrative below was written by a third grade student. He/She was asked to write a narrative about one of their family members. This narrative contains the following errors:

1. irrelevant details
2. grammatical errors
3. misspelled words
4. no use of dialogue or detailed description

It is your job to **REWRITE** this narrative on a separate sheet of paper correcting all of the errors listed above. You made **ADD** or **DELETE** anything you would like to turn this narrative into a well written piece that is error free.

My Grandpa

Once when I was little I went with Mom and Dad and Grandma and Grandpa on a trip to florida. I wish we could go back to florida agin. It was fun, even though I dont remember that much becuase I was too little. But my Grandpa caught an aligator from the boat that was really cool. The aligator was little and scarry like a lizard. I wanted to pet it, thats what my Mom says but she would'nt let me which was probly good because the aligator had sharp teeth and I was a baby too. I dont remember that part but I know its true. I have a picture of my Grandpa and the aligator and another one of just me that shows it.

My Grandpa liked to fish I guess. He liked to do lots of things but I dont think he got to do it much. He was a preecher and my Mom says that lots of poeple liked him a lot in Alabama. He did'nt fish very good. I do'nt know him real well becuas he died when I was a baby. Or right after this trip really I think. After he died I was sad when I was older becuas I dont know him. I know my other grandpa, he's a fire man. Or he use to be. Now he's retired and he lives by us in Cincinatti.

Scoring: On a scale of 1 to 4

4 Mature

The writing is focused on a topic and supported with details and/or examples. The writing shows a clear beginning, middle, and end with ideas separated into paragraphs. Author's voice/personality contributes to the writing through effective word choice and varied sentence structure. Sentences are complete, and there are no surface errors (spelling, grammar, punctuation).

3 Capable

The writing is focused on a topic and includes details. The writing shows a beginning, middle, and end; the writer may attempt to separate ideas into paragraphs. Author's voice/personality is evident through use of descriptive words and simple and compound sentences. Sentences are complete, and surface feature errors (spelling, grammar, punctuation) don't interfere with understanding.

2 Developing

Topic is presented but not developed; focus may wander. There is an attempt to organize ideas, but writing may lack connections. The writing may show limited vocabulary and/or simple sentences structure, but surface errors may make understanding difficult.

1 Emerging

Writing shows minimal focus on topic or is too limited in length. The writing shows little direction or organization. Vocabulary is limited and sentences are simple. Minimal control of surface features (spelling, grammar, punctuation) makes understanding difficult.

Appendix D

Children's Narrative Rubric

| | Exemplary | At Standard | Emerging | In Progress |
|--|---|---|--|--|
| Ideas | Ideas are strong; rich details clarify and strengthen the writer's ideas. | Ideas are mostly clear; important details support most of the writer's ideas. | Ideas are emerging and are at times supported with explanatory details. | Ideas are weak; details may be vague, unrelated, or lacking. |
| Story Elements | The characters, event, and setting were very clear. | The characters, setting, and event were stated. | The characters, setting, and event were hard to identify. | The characters, setting, and event were not identified. |
| Organization | Very well organized, including all three paragraphs with a clear beginning, middle, and end. | Well organized, including all three paragraphs. At times the ideas are out of sequence, but there is still a beginning, middle, and end. | Organization is emerging; the reader can follow of the text, but there are only three paragraphs and it is hard to distinguish a beginning, middle, and end. | Organization is not apparent; connections among ideas are unclear, and transitions may misdirect the reader or may be lacking; there is no distinction between the beginning, middle, and end. |
| Word Choice | Clear, precise, and varied language enhances the reader's understanding. Dialogue between characters occurs throughout the narrative. | Clear and somewhat varied language supports the reader's understanding. There is some dialogue that appears only in the beginning of the narrative. | Mostly clear language supports understanding of some ideas; word choice may be basic and/or repetitive. There is only one line of dialogue. | Word choice may be inaccurate or unclear, and interferes with the reader's understanding. There was no use of dialogue. |
| Fluency | Varied sentence structure adds power, rhythm, and movement to the writing and strategically supports the writer's purposes. | Sentence structure is varied in length and style and generally supports the writer's purposes. | Sentence structure is somewhat varied; some repetition may hurt the flow of the writer's ideas. | Sentence structure is simple, choppy, and unconscious of the writer's purposes. |
| Mechanics (spelling, grammar, punctuation, capitalization, paragraphing, etc.) | Use of mechanics enhances and adds impact to the reading of the text; few errors do not take away from clarity. | Use of mechanics supports the clear reading of the text; errors do not interfere with understanding. | Use of mechanics generally supports the clear reading of the text; errors do not significantly interfere with understanding. | Errors in the use of mechanics impede the clear reading of the text. |

| Day | Lesson Name | Goal | Activity | Assessment |
|-----|---|---|--|--|
| 1 | The Hook: Illustrate This! Portfolio Introduction | Introduce and engage students into the Narrative Writing Unit. Understand what the components of a narrative are. | -Read Aloud 2 narrative stories (good and bad) -Illustrate the narratives -Class Discussion | -Narrative Illustrations - Exit slip - Portfolio (this assessment will be introduced, but assessed at the end of the Unit) |
| 2 | Narrative Critics | Students will understand what components a well written narrative should have. | -Reading Group Rotation (children's short story narratives) -Story Evidence Recording Sheet -Discussion | -Oral Questioning -Story Evidence Recording Sheet |
| 3 | Introduce the 5 Stage Writing Process- "The Writing Tour Guide" | Students will understand what tasks to do during each stage of the writing process and why. | -Discussion -5 Stage Writing Process; Cut and Paste activity sheet | -Cut and Paste activity sheet -Sing Along Song for 5 Stages of the Writing Process |
| 4 | Prewriting: "Hooray! It's a BRAINSTORM" | Understand how to use graphic organizers and why they are helpful (organization and event sequencing) | -Define a seed idea (theme/event of a story) -Free Write seed ideas *choose ONE as a class -graphic organizers (paper and kidspiration.com) | -Free Write -Graphic Organizers |

| Day | Lesson Name | Goal | Activity | Assessment |
|-----|-----------------------------------|--|---|---|
| 5 | Drafting: "Rough Writing" | Understand how to use completed graphic organizers to construct a first draft of writing. | -Write first rough draft on the agreed classroom seed idea | -Free Write |
| 6 | Revising: "Change for the Better" | Understand what types of changes can be made to a first draft and why they are made (add ins, deletions, rearranging). | -Discussion of terms -Revision worksheet Samples -Revise first rough draft | -Exit Slip -Revisions to first rough draft |
| 7 | Editing: "The Perfect Polish" | Understand how and why we peer edit and what types of errors to look for (spelling, punctuation, verb agreement/tense) | -Peer Editing Checklist Interactive powerpoint -Peer Edit with Perfection handout | -Observation -Peer edits with perfection handout |
| 8 | Quiz: "Editor Wanted" | Formal Assessment- students understanding of revision and editing. | -Quiz Worksheet -Discussion | -Grade using Rubric |
| 9 | Publishing: "Becoming an Author" | Understand how the four prior stages in the writing process led them to this final stage. | -Type final draft of narrative in computer lab -Class Read Aloud of published narratives | -Published Narrative |

| Day | Lesson Name | Goal | Activity | Assessment |
|-----|---|--|---|---|
| 10 | Performance Assessment: "You be the Author" | Engage, introduce, and explain the Performance Assessment. | -Read the letter from Fox Books Publishing Company -Discuss the task and Rubric for assessment | -Oral Questioning -thumbs up or down |
| 11 | Prewriting: "You be the Author" | Students will use their understanding of prewriting and carry out the first step of their children's narrative (see performance assessment above). | -Brainstorm using graphic organizers | -Graphic organizers -Observations |
| 12 | Drafting: "You be the Author" | Students will use their understanding of drafting and carry out the second step of their children's narrative (see performance assessment above). | -Complete a first rough draft using completed graphic organizers | -Rough Draft |
| 13 | Revising: "You be the Author" | Students will use their understanding of revision and carry out the third step of their children's narrative (see performance assessment above). | -Make additions, deletions, and rearrangements to first draft | -Rough Draft with revisions |

| Day | Lesson Name | Goal | Activity | Assessment |
|-----|--------------------------------|--|--|--|
| 14 | Editing: "You be the Author" | Students will use their understanding of editing and carry out the fourth step of their children's narrative (see performance assessment above). | -Peer Edit Rough Draft | -Observation -Peer edits on rough drafts |
| 15 | Publishing "You be the Author" | Students will use their understanding of publishing and carry out fifth step of their children's narrative (see performance assessment above). | -Type final draft of narrative in computer lab -Class Read Aloud of published narratives | -Grade using Rubric |
| 16 | Portfolio Reflection | Formal Assessment- students understanding of the entire writing process (how did the process help to reach the product). | -Portfolio includes all work done in class at the beginning of the Narrative Writing Unit -Reflection essay regarding their portfolio | -Portfolio and reflection essay about the portfolio will be graded with a rubric |

Lesson Plan #1 - The Hook

Title of lesson: Illustrate this!

Your Name: Rochelle Shall

Length of lesson: 60 minutes

Context of Lesson:

This lesson is the "Unit Hook" for the Narrative Writing Unit. It occurs on the first day of the new unit and aligns with the remainder of the unit. It aligns with the unit as a whole because it challenges a preconception the students may have about narrative writing and presents the BIG IDEAS; storytelling, descriptive details, and event sequencing.

Overview:

The "Hear and Show" hooking lesson will engage students into the Narrative Writing Unit. The students will have two stories read to them. After each story, they will be asked to draw what they are picturing as the story is being read. One of the stories will be a perfect example of a narrative; one that includes descriptive details, characters, a setting, sequenced events, and a central idea. The other example will be a poorly written narrative; lacking detail, characters, events occurring out of order, and no central theme/idea. In third grade, students often have a preconception that all stories are well written. This hook will allow them to use their illustrations to consider which story was "better". A class discussion as to WHY one was a better story will lead into the Unit's BIG IDEAS; storytelling, descriptive details, and event sequencing.

Central problem/ Essential question:

What elements of the story make us feel that it is a better story than the other?

Objectives:

Students will know:

- Narrative text moves through a logical sequence of events but focuses on the development of a single event.
- Descriptive details help the reader to visualize the story.

Students will be able to:

- Organize events in chronological order, developing beginning, middle, and end for that event.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events

Anticipated student misconceptions or challenges to understanding:

Anticipated student misconceptions are:

- All stories are good stories.
- Writer's can write down ideas in any order; writing them down the way they come to you is good way to organize them.
- If a writer can picture their story, then readers will be able too as well, even without details.

Anticipated challenges to understanding:

- Students will not have a lot of experience with listening to a story and imagining it in their minds.
- Students will have a difficult time drawing what they are hearing.
- Students will not be able to make observations as to how the two stories contrast.

Addressing misconceptions and challenges:

- Choose two stories, in which one of them is significantly better than the other (shows the importance of sequenced events and details).
- Read the stories slowly while the children draw and ensure them that they do not have to be "works of art"; it is more about getting down what they are hearing.

Materials/Evidence/Sources:

- Narrative Story #1:
- Narrative Story #2:
- 8x11 white sheet of paper per student (use front for story #1 illustrations and back for story #2 illustrations)
- pencil, crayons, colored pencils to illustrate
- flip chart/ whiteboard/ smartboard (for discussion notes as to WHY one story is better than the other)

Instructional Sequence:

1. Launch the Lesson- Engage/Hook: "Today will be our first day starting our new writing unit! Before we get started though, I want to share two different stories with all of you. The only disappointing thing about my stories today is that the authors did not include any illustrations. Will all of you please be my illustrators today? I am not looking for beautiful drawings, I just want you to do your very best by listening to the stories and depicting what you here through your illustrations. Let's begin!" **(Approx. 2 minutes)**
2. Pass our white paper, colored pencils, or crayons and Read Narrative Story #1: Well written Narrative- Appendix A **(Approx. 10 minutes)**
3. Give students time to finish any illustrating **(Approx. 5 to 10 minutes)**
4. Read Narrative Story #2: Poorly written Narrative- Appendix B **(Approx. 3 minutes)**
5. Give student time to finish any illustrating **(Approx. 5 to 10 minutes)**
6. Pose students with the question "Did you find one of the stories to be a more well written story than the other? If yes, do your illustrations support this? How do they support this? What is it that makes one of the narratives a better story than

the other? These stories are called NARRATIVES, which is what we will learn to write in this new Writing Unit. Narratives are stories that can be fiction or non fiction. There are specific components however that will make one narrative better than another. We will understand what these components are and use them to construct narratives of our own!" (Approx. 10 minutes)

7. Class Discussion on "What Makes A Good Story"- the essential components of a narrative story. Record them in a chart on either a flip chart, whiteboard, or smartboard so that all students can see them as they are discussed. The main components will be based around: descriptive details, characters, setting, a single event/idea, and sequenced events.

Appendix C (Approx. 15 to 20 minutes)

8. Conclude the lesson: " We now have our completed list of all the components that are essential to include in a narrative. We will refer back to this list when we are writing narratives of our own to make sure we have all of these components. Tomorrow you will be placed in small groups for a "Round Robin" Narrative Reading Group Activity. You will be looking for these components (point to the list) in all of the short stories you read with your group. (Approx. 1 to 2 minutes)

Assessment:

An informal assessment of observation will take place during the time students are illustrating. Oral questioning will take place as an informal assessment after the narratives have been read and pictures have been drawn to see if students understood that one narrative was better than the other and why it was.

Attach all handouts, texts, images, lecture notes, etc.

Appendix A: Narrative #1

Surprise Snowstorm

It was a snowy day in January. It was a Surprise Snowstorm with about 6 inches of snow. Grandma and grandpa came over from Ellensburg. Mom and grandma went to a baby shower and my sister Julia had our friend Lil over. Our grandpa wanted to see my dad's jobsite and we had to go over Whitney Bridge hill to get there. The roads were very icy so when we got to the top of the hill, I felt a big lurch and dad yelled "hold on"! But it was too late. We slid into the ditch.

Two other cars slid to the side of the road. Grandpa's truck did too, a few yards ahead of us. Dad got out of our truck to go help put chains on grandpa's tires. But when he got in, the chains fell off and the truck skreeched and slid to the bottom of the hill.

Dad's truck's tire had popped off, so dad, Dyllan (my other sister) Lil, Julia and I jumped down from it toward grandpa at the bottom of the hill. I sat in the sled with Dyllan to calm her, dad pulled us and Julia and Lil carried grandpa's chains. We started down the hill and a big truck passed by. When we started walking again, I slid on my knees in between some abandoned cars by the road. I felt the cars moving and one hit my head. I could not do anything but crawl through the tires to the ditch on the other side. Quickly, a man pulled me out.

I learned that the big truck had bumped into the cars causing them to move.

Everyone was okay. Julia and Lil had been in front of the cars. Grandpa gave anyone who wanted one a ride and dropped them off where they wanted to go. Then we went home. That is a story I will never forget!

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Appendix B: Narrative #2

(No Title)

Written by: Rochelle Shall

I was riding my bike down this hill. My friends were with me. We came to this hill all the time. I went off the jump. It hurt a lot and my friends took me home. My arm broke. The doctor put my arm in a cast. My parents took me to the hospital. My grandparents came over for dinner every Friday night. My dog Lucy does not like my grandpa. It is summer vacation so I can stay up late every night. My friends and I play a lot of video games. My friends come over to spend the night any day of the week. We jump in. The pool is ready for swimming.

Dinner is usually grilled food. It is my favorite but I really love brownies. I have never liked to read. I think math is alright. I buy a lot of video games. Shopping is fun. Not with my mom. I would like a pet lizard. They are so cool.

Appendix C: Example of "What Makes A Good Story/Narrative" Chart

| Components of a Story | Narrative #1 | Narrative #2 |
|--------------------------|--------------|--------------|
| Characters | | |
| Setting | | |
| Problem/Main Idea/ Theme | | |
| Descriptive Details | | |
| Sequential Events | | |
| Resolution | | |

² Peha, S. (2003). Student Writing Samples. In Teaching that Makes Sense. Retrieved June 19, 2013, from [http://www.ttms.org/PDFs/03%20Writing%20Samples%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/03%20Writing%20Samples%20v001%20(Full).pdf)

Lesson Plan #2- Day

Title of lesson: Narrative Critics

Your Name: Rochelle Shall

Length of lesson: 90 minutes

Context of Lesson:

The day before (day 1) the students were introduced to the Narrative Writing Unit. They heard two different narratives and had to decide which narrative was better and most importantly why it was better. As a class a chart was created about which components are important to have in a narrative story and also evidence from the narrative stories read was given to support the chosen components. This next lesson on day 2 of the Unit reinforces what was taught yesterday. The students will need to use their understanding from yesterday, using the "What Makes a Good Narrative" chart as a guide.

Overview:

Students will be split up into groups of four and each group will be given a different book to read and critique. As a group, the students will take turns reading the book they were given (round robin reading) and once they are finished they will identify and write down what components made it a good narrative and also what could be added to make it even better. The class will come together at the end and each group will give a book critique on the book their group read to the rest of the class.

Central problem/ Essential question:

What makes a narrative a good story?

Objectives:

Students will know:

- Narrative text moves through a logical sequence of events but focuses on the development of a single event.
- Descriptive details help the reader to visualize the story.

Students will be able to:

- Organize events in chronological order, developing beginning, middle, and end for that event.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events

Anticipated student conceptions or challenges to understanding:

Anticipated student misconceptions are:

- All stories are good stories.
- Writer's can write down ideas in any order; writing them down the way they come to you is good way to organize them.
- If a writer can picture their story, then readers will be able too as well, even without details.

Anticipated challenges to understanding:

- Students will not have very much experience finding evidence to support their claims as to what makes a story a good story.
- Students will not use the "What Makes a Good Narrative" chart created the day before, as a guide for this activity.

Addressing misconceptions and challenges:

- The books given to the groups will be at their reading level, so comprehension of the important components within the story can be identified; such as the importance of sequenced events, details, characters, setting, and theme/idea.
- Having students work in small groups allows for them to collaborate and share ideas with one another.

Materials/Evidence/Sources:

- Short narratives (others can be chosen, these are just suggestions)
- The Very First Last Time, by Jan Andrews
- Chicken Sunday, by Patricia Polacco
- Stellaluna, by Jannell Canon
- The True Story of the Three Little Pigs, by Jon Scieszka
- The Gardener, by S. Stewart
- Miss Rumphius, by Barbara Cooney
- Handout for each student to record what evidence from the story made it a good story and what could be added to make it even better
- Writing utensil (pencil)
- "What Makes a Good Narrative" chart (created as a class on day 1)

Instructional Sequence:

1. Launch the Lesson- Engage/Hook: "Did you know that there are people who get paid to critique (give their judgements/opinions) restaurants, books, retail stores, and so much more? How would you like to be a book critic today? Yesterday you were introduced to our new Narrative Writing Unit and as a class we made a chart of what makes a good narrative story and provided evidence of our claims from the narratives we heard yesterday. Today, I want you to use your understandings from yesterday about what makes a good narrative. You will be critiquing short narratives in small groups today, by finding evidence to prove what makes it a good story or even what components the story is missing that makes it not such a great story. **(Approx. 5 minutes)**
2. Divide the class into groups of 4 students per group. **(Approx. 2 minutes)**

3. Give the following instructions to the class once they are in their groups. "One member from each group must come to the back table where you will get a handout for each member of your group as well as the first story your group will be reading. Each person needs a pencil to write with for this activity. **(Approx. 3 minutes)**
4. Once students collect materials for their groups, review the expectations for the handout and how to read the story as a group. "You will record the title of your book where it says title on the handout. After you have completed the story, you will fill out the rest of the handout (read over each part of the handout so the task is clear to the students). You need to form a circle sitting knee to knee because you will be reading as round robins in your groups, which means you will read one page and pass it to the person sitting on your left side. This way the book will keep rotating in a circle and everyone will get a chance to read." **(Approx. 5 minutes)**
5. Informally assess the students as they work in groups through observation as you walk around the classroom. **(Approx. 30 minutes)**
6. The handouts should be collected at the end of the lesson and be used as a formal assessment to see if they understand what components make a good narrative.
7. Conclude the lesson: When students are done have one group at a time come to the front of the class to present their book critique on the book they read. They will briefly summarize it and tell their classmates what components it had that made it a great story and possibly those that it did not have that could be added to make it even better. They will provide evidence from their stories to support their claims. Say to the class, "Wow! What great book critics all of you were today! Now, that you have an understanding of what makes a good narrative, we can begin tomorrow learning about the 5 step writing process that all authors use when creating a story because eventually you will be creating your very own narrative stories!" **(Approx. 25 minutes)**

Assessment:

Informal assessments should be done during the lesson. While the students are working in groups the teacher should be walking around making observations of their discussions. The handout can be collected at the end and used as a formal assessment. The groups oral book critique at the end of the activity is also an informal assessment because it will show if they understood what makes a good narrative story.

Attach all handouts, texts, images, lecture notes, etc.

Narrative Critique

Critic's Name (Your Name): _____

Book Title and Author: _____

Directions: Check all boxes that can be found in the story. If you check the box, you must provide evidence from the text below it including the page number you found the evidence on. If the book does not have one of the listed criteria, you must explain beneath how it could be added into the story.

Characters

Setting

Problem/ Main Idea/ Theme

Sequential Events

Resolution

Descriptive Details

Lesson Plan #3- Day 7

Title of lesson: Editing- The Perfect Polish

Your Name: Rochelle Shall

Length of lesson: 70 minutes

Context of Lesson:

On the previous days (days 3-6) the students were introduced to the stages of the writing process (prewriting, drafting, and revising). Now that they have an understanding of how to use the first three stages when writing a narrative, they will learn the fourth stage, which is editing.

Overview:

In this lesson students will be shown a powerpoint titled "Peer Edit with Perfection". Students will connect the editing stage of the writing process with the previous three steps. In doing this, they will understand how the stages all work together towards a finished piece of writing. This editing lesson will allow them to understand that there are three important steps to remember when peer editing (compliments, suggestions, and corrections). They will have a guide to use after this lesson when peer editing with a partner.

Central problem/ Essential question:

How can good grammar, spelling, punctuation, and formatting make writing clear?

Objectives:

Students will know:

- The five steps in the writing process are planning, drafting, revising, editing, and publishing.
- The basic rules of grammar and punctuation (capitalization, subject/verb agreement, complete sentences, quotation marks, periods.)
- The three steps to peer editing are compliments, suggestions, and corrections.

Students will be able to:

- Demonstrate appropriate use of grammar and punctuation including; commas, periods, exclamation points question marks and apostrophes.
- Peer edit with a partner using the three steps to peer editing (compliments, suggestions, corrections)

Anticipated student conceptions or challenges to understanding:

Anticipated student misconceptions are:

- A few spelling and punctuation errors are ok because everyone makes mistakes.
- If I read over my paper once I will catch all the spelling and punctuation errors.
- I will notice and find the same mistakes that one of my peers will, so I do not need a peer to edit my draft.

Anticipated challenges to understanding:

- Students will rush during peer editing and overlook errors.

- Students will not follow the three steps in peer editing (compliments, suggestions, corrections)
- Students will feel bad giving their peer suggestions (afraid to upset a classmate) OR students will be too harsh when giving suggestions and making corrections.

Addressing misconceptions and challenges:

- Engage students in the "Peer Edit with Perfection" powerpoint by asking them questions and having them complete the handout that corresponds with the powerpoint.
- Discuss why there is a strict zero error policy in all published work and how peer editing can ensure errors were not missed.
- Provide students with examples of what is appropriate for compliments, suggestions, and corrections during the peer editing stages.

Materials/Evidence/Sources:

- Find the differences between the two pictures handout

3

- "Peer Edit with Perfection" Tutorial Powerpoint

4

- Peer Edit with Perfection Worksheet (same reference as powerpoint)

5

Instructional Sequence:

1. Launch the lesson- Engage/Hook: "Before we begin our writing lesson today, I would like you to complete this worksheet with your partner sitting next to you. On this worksheet you will see two different pictures that appear to be identical, but there are differences that can be found. You have 10 minutes to collaborate and find as many differences as you can. Ready, set, begin!" **(Approx. 10 minutes)**
2. After stopping the students discuss the differences they found between the two pictures and ask them, "Do you think you would have found as many differences in the pictures if I had you working on your own? Why or why not? What are the benefits of having a partner?" Connect the fourth step of the writing process (peer editing) with this activity. "Peer editing is our fourth step in the writing process and it is very similar to the activity you just completed with your partner. When peer editing, your partner acts as an extra set of eyes to help you find any spelling, punctuation, or grammatical errors. Isn't that great? Let's get started, so we can have an understanding of how this fourth step- editing, connects with the previous three we have learned about. **(Approx. 5 minutes)**

³ Fisher, D. (2013). Spot the Difference. In *About.com Puzzles*. Retrieved June 17, 2013, from <http://puzzles.about.com/od/opticalillusions/ig/SpotTheDifferencePuzzles/>

⁴ Shaw, S. D. (2013). Peer Edit With Perfection: Effective Strategies. In *Read Write Think*. Retrieved June 19, 2013, from <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html>

2. Pass out the Peer Edit with Perfection Worksheet to each student. **(Approx. 2 minutes)**
3. Present the "Peer Edit with Perfection" Tutorial Powerpoint on a smartboard/ projector screen. Throughout the tutorial have students help to read and stop them to answer the corresponding questions on their worksheet. Allow for students to raise there hands with questions at any point during the powerpoint and pose them with appropriate questions such as, "Can someone give me a possible suggestion they would give a peer during editing and share why they would choose the words they did?" **(Approx. 50 minutes)**
4. Collect students handout, but return it to them after grading it so that they can use it as a guide when peer editing. **(Approx. 2 minutes)**
5. Conclude the lesson- "You now have an understanding of how and why we peer edit. Isn't it great that your classmates can be your editor? After today we have an understanding of the first four stages of the writing process (prewriting, drafting, revising, and editing), does anyone know what understanding we will gain tomorrow? (Publishing) Yes! We will complete our understanding of the five stage writing process tomorrow. **(Approx. 1 minute)**

Assessment:

Informal assessments will occur during the powerpoint tutorial as the teacher engages in oral questioning with students to check for understanding. The handout that the students fill out during the powerpoint tutorial is also an informal assessment (to use as a formal assessment give it to the student once the powerpoint tutorial has ended).

Attach all handouts, texts, images, lecture notes, etc.

PEER EDIT WITH PERFECTION! WORKSHEET

Name: _____

1. What is peer editing?

2. What are the three steps in the peer-editing process?

1. _____

2. _____

3. _____

3. How should you always start your peer edit?

4. _____ are not allowed when peer editing another person's paper.

5. Read the following paragraph:

We where all over my aunts house when my dog Riley was running around like crazy. He was chasing me around in circles. all of a suden I look and riley he was in the pool! swimming in my aunts pool. I couldn't believe my eyes that the dog was in the pool. I dashed to the pool and jumpd in and swan over to Riley and pulled him to the steps. He got out and shook all over us like a sprinkler on a hot day. I was glad riley was o.k. and that I saved him.

6. Write three compliments for the author of the paragraph.

1. _____

2. _____

3. _____

7. Write three suggestions for the author of the paragraph.

1. _____

2. _____

3. _____

8. Read the paragraph on page 2 again. Circle, underline, or use editing marks to make corrections to the paragraph. Look for spelling, grammar, or punctuation errors.

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Find the Differences

Name: _____



Solution: 1. Cat's whisker is hidden. 2. Stripe on coat sleeve is missing. 3. Bottom rung on ladder is missing. 4. Top flap on carton is missing. 5. Knot-hole on branch is colored in. 6. Top of axe blade is colored in. 7. Door handle on fire truck has moved. 8. Toy mouse has moved. 9. Cat's tail is longer. 10. Buckle on coat is lower. 11. Top of ladder is taller. 12. Handle on net is longer.

Stages IV: Reflection

Learning from the backward design unit planning process has been a challenge. It has challenged me to think about lessons in a way that initially felt so strange, but after only eight weeks, I can see the benefits it will bring to my teaching and more importantly to my students learning and understanding. The backward design process has drastically changed the way I view planning. Prior to using the understanding by design planning process, I viewed planning like this: Looking at the state standards and then finding engaging activities that would cover the information the students needed to "know", but activities they would also find fun. I viewed planning and teaching instruction as a mix between the two sins of design; activity-focused teaching and coverage-focused teaching. I now understand that neither of these teaching methods are focused around the big idea(s). I say "know" in parentheses because until learning about backward design I never realized the true difference between knowing and understanding. I now understand that when students understand they can explain, interpret, apply, empathize, have self-knowledge, and perspective.

I will use everything I have learned so far from the backward design process in the future, but I feel that this planning is not something that can be completely mastered (learned or understood) in any given amount of time. In the future, there will always be room for improvement in my lessons and by following the backward design planning process I will be able to make changes to my lessons every year. As of right now, what I have learned is the outline of backward design and when planning I know to think about these questions: What are the desired results? How will I know the students understand? What learning experiences will provide me with the evidence of students understandings of the big idea(s)? I feel comfortable

looking at state standards and creating a Unit using backward design. When I say comfortable, I am implying that I can do my very best to identify the big idea(s), essential questions, etc., but my work is not perfect. I think that using backward design will always be a challenge for me, but a good challenge that will keep me focused on changing my lessons to benefit my students understandings.

While creating my first Unit (Narrative Writing Unit) using backward design I faced several challenges. When I created my first rough draft of Stage I: Identify Desired Results, my thoughts were very unorganized. I found myself straying away from my big ideas that I had identified in the very beginning of Stage I. Once I realized this I asked myself if each and every one of my essential questions, what the students will know, and what they will be able to do, reflected my big ideas. If they did not then I got rid of them. Once I understood how to keep the focus on the big ideas, Stage II and Stage III were much easier to design.

Throughout the design of my first Unit using backward design, I would say that I am most proud of myself for being optimistic. There was not a time during the process that I wanted to completely give up because I thought it was too difficult. I was quick to see just how beneficial backward design can be and I had a strong drive to understand it. At times it was intimidating and I was confused, but just like many things in life, I embraced the challenge and I can look back and say "Wow, I did that!" It will be even more rewarding when I look at this lesson in 5 years to compare how much I have grown as a teacher using backward design.

TD 521 Grade

Hi Francis,

I feel that my final grade for this course should be between the range of a 3.8-4.0 and this is why. I attended each class, but I did not just show up to "be there". I found so much value in our class discussions each night and always felt engaged in everything you had to share with us. I always found myself reflecting on things we discussed in class and tried to relate/apply things I learned to my substitute teaching and work in my field placements.

There was one email you sent regarding the multiple choice questions that really stuck with me. You said something along the lines of, if we are only finding the multiple choice questions to get a "grade" for doing them, not to waste our time because that is not what it is about. It is about the learning and understanding. Thank you for placing the emphasis on my learning and understanding the past 8 weeks because I really feel proud of the hard work I put into the class and each stage of my Narrative Writing Unit. I am looking forward to your feedback on my final unit and the reason I said I feel I deserve between a 3.8 and 4.0 is because if you feel I really just did not understand Stage III, I think it is fair for you to reflect that in my grade. Thank you for everything.

Rochelle

