STANDARDS ACADEMY DAY 3
NARRATIVE WRITING

Tatum Bunker
Janey Stoddard
Jenni Brown
Linda Christensen
Emily Douglas
TEAM BUILDING

Everyone stand up.
Walk around until you hear the signal.
Meet in groups of 3 or 4.
As a group, retell the story of Goldilocks. Each person says one word at a time.
At the end, discuss how your speaking and listening affected the flow of the story.
Please stay fully present (avoid side conversations)

Use technology respectfully (phones, laptops, video games, etc…)

Assume positive intentions (keep all conversations friendly and professional)

Be aware of air time (please share your best practices and allow time for others to share as well)
LEARNING TARGETS

I can describe best practices in narrative writing.
I can describe the K-1 core standards for narrative.
I can explain the types of narrative writing.
I can describe several strategies for teaching narrative writing.
I can use speaking and listening strategies that support narrative writing.
Best Practices in Narrative Writing
What is narrative writing?

CCSS Appendix A

• Conveys experience, either real or imaginary, and uses time as its deep structure

• Can be used for many purposes (inform, instruct, persuade, entertain)

• Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions (movements, gestures, postures, expressions); to use dialogue and interior monologue that provide insight into narrator’s and characters’ personalities and motives; to manipulate pace to highlight significance of events and create tension and suspense
What does narrative writing look like?

CCSS Appendix A

- Forms: creative fictional stories, memoirs, anecdotes, autobiographies
- History/Social Studies – narrative accounts about individuals, construct event models of what happened
- Science – narrative descriptions of the step-by-step procedures they followed in investigations
Sequence of narrative writing competencies
from *Best Practices in Writing Instruction*
Ed. Steve Graham
Kindergarten

- Characters
- How one character feels
- Appropriate sequence of actions
- With modeling
  - Character feelings
  - Trouble/problem
Grade 1

- Sequentiality - story sequence, linked by connecting words
- Particularity - stories about something in particular
- Beginning of problem
- Character’s feelings
- Resolution
• Intentional states - characters’ actions are motivated by intentions
• Text Structure – writing with a structure in mind
• Problem better developed
• Character development is an integral component of plot when seamlessly linked to problem
Grade 3

- Story structured around problem and characters’ internal mental states
- Complicating event or events that impedes resolution
- Additional characters’ mental states
Grade 4

- More complex characters
- Insight into responses of other story characters
Grade 5

- Resolution fully addresses problems and complications
- Character motivation clearer in relation to trouble
- Characters behave consistently unless there is a clear reason for them to change
- Characters become increasingly plausible
Using the sequence of competencies

Narrative writing competence is sequential and developmental.

Teachers use the map to help them evaluate each student’s performance and plan accordingly.
Vermont Writing Project: Colorful Language

Narrative Writing
Teacher Directions

- Write a story to go with this picture. Your story may be realistic or imaginative.

- Remember that a good story:
  - Has a clear beginning, middle, and end
  - Has a main character or characters
  - Uses dialogue and description

- You will have two class periods to write your story. When you have finished, be sure to proofread and correct mistakes.
Colorful Language

- Look at each sample. Find and color code examples to show how each of the following narrative techniques are used in the student examples:
  - Sequenced Events: red
  - Details: blue
  - Temporal words (then, after that): green
  - Sense of Closure: yellow
Refer back to your grade level standard. What can we ask them to include in their narrative writing? What would you annotate?

Kindergarten Writing Standard: “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.

1st Grade Writing Standard: “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.”

How might you use this annotation strategy to help students learn to improve their own writing.
# REVIEW CORE AND CREATE CHECKLIST

<table>
<thead>
<tr>
<th>I can...</th>
<th>Meets Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I can...</td>
<td>Draw</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>I can tell about event(s) in order.</td>
<td></td>
</tr>
<tr>
<td>I can explain my reactions about what happened.</td>
<td></td>
</tr>
<tr>
<td>I can…</td>
<td>Meets Expectation</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>I can write about events in order.</td>
<td></td>
</tr>
<tr>
<td>I can include details about what happened.</td>
<td></td>
</tr>
<tr>
<td>I can use linking words.</td>
<td></td>
</tr>
<tr>
<td>I can provide closure.</td>
<td></td>
</tr>
</tbody>
</table>
## TYPES OF NARRATIVE

<table>
<thead>
<tr>
<th>Real Narrative (Personal)</th>
<th>Imagined Narrative</th>
<th>Informative Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narratives based on children’s real experiences</td>
<td>Narratives based on children’s imaginations</td>
<td>Narratives that include facts from text to teach about a topic.</td>
</tr>
</tbody>
</table>
Writing Real Narrative (Personal Narrative)
Definitions

• **Personal Narrative** - a story told in first person, a true account or memory. This can be several connected smaller moments (e.g. a sleepover, a camping trip).

• **Small Moment Story** - a story that zooms in on one tiny moment. For instance, a student would write about going on a ride at Disneyworld, rather than the whole trip to an amusement park.
1. Mentor Text
1. Read Aloud Mentor Texts

- Read aloud and discuss mentor narrative texts. Choose texts that represent focused small moment personal narratives.
Here are some examples of narrative text. What are some of your favorite narratives? Share with the group.
Mentor Texts

- Read aloud a mentor text.
- Discuss what kind of small moment narrative it is (a time the character(s) were scared, injured, surprised, etc.).
- Sketch the story on an enlarged narrative graphic organizer.
- Repeat with several stories.
<table>
<thead>
<tr>
<th>OPENING</th>
<th>EVENT</th>
<th>EVENT</th>
<th>CLOSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters and Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
First

Then

Reaction
# Narrative Writing

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
<th>Reaction</th>
</tr>
</thead>
</table>

[Diagram with arrows indicating sequence]
2. Oral Storytelling
2. Oral Storytelling

- Teacher tells a personal narrative/small moment from his/her own life while pointing to the poster as he/she moves through the story elements.

- Teacher sketches the story in the story planning graphic organizer.

**Refer to First Grade Writers by Stephanie Parsons pgs. 82-84.**
Oral Storytelling

- Have 1-3 students orally share small moment stories from their own lives. Guide students to use the narrative graphic organizer to help them tell organized stories.

- Record their story ideas on a chart.
Oral Storytelling

- Continue having students share small moment stories.
- Classmates ask questions to clarify while the story teller retells the story several times, taking in suggestions.
- Model story planning by taking a few student’s stories and illustrating them on the enlarged narrative graphic organizer.

***As students story tell, keep a record of their stories to spark ideas when the writing begins.
<table>
<thead>
<tr>
<th>Level</th>
<th>Examples</th>
<th>Uses</th>
<th>How Often?</th>
<th>Stages</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing to get ideas down</td>
<td>Brainstorming, listing, graphic organizer</td>
<td>Recall, Idea Generation</td>
<td>Multiple times per lesson</td>
<td>Prewriting</td>
<td></td>
</tr>
<tr>
<td>2. Writing to exhibit knowledge on a topic</td>
<td>Short answers, journals, learning logs</td>
<td>Understand relationships/processes</td>
<td>At least once per lesson</td>
<td>Prewriting</td>
<td></td>
</tr>
<tr>
<td>3. Writing to be read and reviewed, revised and edited</td>
<td>First draft of report, essay, narrative</td>
<td>Deepen understanding of specific topic</td>
<td>Every 1-2 weeks</td>
<td>Drafting</td>
<td></td>
</tr>
<tr>
<td>4. Writing to be critiqued, revised and edited</td>
<td>Final draft of report, essay, narrative</td>
<td>Communicate understanding</td>
<td>Once each term</td>
<td>Revising, Editing</td>
<td></td>
</tr>
<tr>
<td>5. Writing to be published</td>
<td>Sent out to magazine, website, Reflections</td>
<td>Communicate understanding to wide audiences</td>
<td>Once each year</td>
<td>Publishing</td>
<td></td>
</tr>
</tbody>
</table>
3. Story Planning
3. Story Planning

• Students remember the story they shared.
• Students review their story by telling it to a partner.
• Give students story planning graphic organizer.
• Students point to each box as they tell each part of their story.
• Students sketch their stories in the boxes.

**Refer to Writing In a Title I School pgs 66-67**
Begin Sketching

- Teacher models using his/her story planning graphic organizer to sketch illustrations in an enlarged color-coded writing booklet.

- Students use their story planning graphic organizer to sketch illustrations in color-coded writing booklets.

Color code your enlarged graphic organizer to match the booklets.
4. Story Writing
Teacher Models Writing

- Teacher models writing by adding the words to his/her illustrated booklet. Emphasize that writers make sure the words they write match the plan they have made previously.

** Write a simple/poor version of the story with minimal details. You will be editing it during upcoming writer’s craft mini lessons.
Students Begin Writing

- Students begin writing their stories
## 5 TIERS OF WRITING

<table>
<thead>
<tr>
<th>Levels</th>
<th>Examples</th>
<th>Uses</th>
<th>How Often?</th>
<th>Stages</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing to get ideas down</td>
<td>Brainstorming, listing, graphic organizer</td>
<td>Recall, Idea Generation</td>
<td>Multiple times per lesson</td>
<td>Prewriting</td>
<td></td>
</tr>
<tr>
<td>2. Writing to exhibit knowledge on a topic</td>
<td>Short answers, journals, learning logs</td>
<td>Understand relationships/processes</td>
<td>At least once per lesson</td>
<td>Prewriting</td>
<td></td>
</tr>
<tr>
<td>3. Writing to be read and reviewed, revised and edited</td>
<td>First draft of report, essay, narrative</td>
<td>Deepen understanding of specific topic</td>
<td>Every 1-2 weeks</td>
<td>Drafting</td>
<td></td>
</tr>
<tr>
<td>4. Writing to be critiqued, revised and edited</td>
<td>Final draft of report, essay, narrative</td>
<td>Communicate understanding</td>
<td>Once each term</td>
<td>Revising, Editing</td>
<td></td>
</tr>
<tr>
<td>5. Writing to be published</td>
<td>Sent out to magazine, website, Reflections</td>
<td>Communicate understanding to wide audiences</td>
<td>Once each year</td>
<td>Publishing</td>
<td></td>
</tr>
</tbody>
</table>
STOP and BRAINSTORM

• Jot a list of 5-10 of your personal stories that you could write in front of your class.
5. Revising: Craft Mini Lessons
# 5 TIERS OF WRITING

<table>
<thead>
<tr>
<th>Levels</th>
<th>Examples</th>
<th>Uses</th>
<th>How Often?</th>
<th>Stages</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing to get ideas down</td>
<td>Brainstorming, listing, graphic organizer</td>
<td>Recall, Idea Generation</td>
<td>Multiple times per lesson</td>
<td>Prewriting</td>
<td></td>
</tr>
<tr>
<td>2. Writing to exhibit knowledge on a topic</td>
<td>Short answers, journals, learning logs</td>
<td>Understand relationships/processes</td>
<td>At least once per lesson</td>
<td>Prewriting</td>
<td></td>
</tr>
<tr>
<td>3. Writing to be read and reviewed, revised and edited</td>
<td>First draft of report, essay, narrative</td>
<td>Deepen understanding of specific topic</td>
<td>Every 1-2 weeks</td>
<td>Drafting</td>
<td></td>
</tr>
<tr>
<td>4. Writing to be critiqued, revised and edited</td>
<td>Final draft of report, essay, narrative</td>
<td>Communicate understanding</td>
<td>Once each term</td>
<td>Revising, Editing</td>
<td></td>
</tr>
<tr>
<td>5. Writing to be published</td>
<td>Sent out to magazine, website, Reflections</td>
<td>Communicate understanding to wide audiences</td>
<td>Once each year</td>
<td>Publishing</td>
<td></td>
</tr>
</tbody>
</table>
Expectations

- As mini-lessons are taught, keep track of expectations on a color coded poster.
- Students have a matching checklist to keep in their writing folders.
- Students underline revisions in matching colors.

Good Writers...

- Write a strong lead
- Include details—action, thoughts
- Include transition words
- Write an interesting ending
  include feelings.

Good Writers Checklist

- Strong lead
  - Characters
  - Setting
  - Weather or time of day
- Details
  - Stars
- Feelings
  - Stars
- Show not tell
  - Stars
- Dialogue — “talking”
  - Stars
- Interesting Ending
Writing a Strong Lead

- Look at examples of leads from mentor texts.
- Discuss that strong leads set the scene.
- Teach that strong leads may include:
  - Weather
  - Time of Day
  - Setting
  - Character
  - Strong Opinion
  - Sound Words

** Refer to The Craft of Revision pg 43 by Lucy Calkins
Strong Lead

- Teacher revises his/her original story by writing a strong lead.
- Students revise their stories by adding a strong lead.

I've always been scared of dogs.
I was running alone on the sidewalk in my neighborhood.
On a sunny morning
Adding Transition Words

- Explain that transition words keep stories flowing.
- Brainstorm a list of transition words.
- Teacher models how to add transition words to his/her to your story using a blue pen.

**Refer to Small Moments: Personal Narratives pg 93**
Transition Words

First, In the beginning

Next, then, and, later, after that

Finally, last, In the end
Adding Details

Action
- Rewind the moment or act it out
- What did I do exactly?

Thinking
- Rewind the moment
- What did I think?
Adding Action

• Read mentor texts
• Discuss parts showing action details.
• Discuss why it made the story more interesting.
• Teacher reads his/her story aloud.
• Stop and ask the students, “Where could I add action?”
• Think-aloud to add action to the story
• Add action details with a red pen.

**Refer to The Craft of Revision by Lucy Calkins pg 19**
Adding Action

• Make a copy of a student(s) work. Use the document camera to project the story while the student reads aloud. Stop each page and let the class discuss where to add action details. Demonstrate how to incorporate suggestions to add action. Write on the booklet with red pen.

• Students “turn and talk” to discuss where they can add action to their stories. Partners each read a page, stop and make suggestions.

• Students add action to their stories.
• Teacher models how to add thinking to his/her story using a red pen.

```
I ran to the church door. I thought, “I hope the doors aren’t locked.”
```
Adding Thinking Details

• Make a copy of student(s) work. Use the document camera to project the story while the student reads aloud. Stop each page and let the class infer what the student was thinking. Demonstrate how to incorporate suggestions to add thought. Write on the booklet with red pen.

• Students “turn and talk” to discuss where they can add thinking to their stories. Partners each read a page, stop and ask each other questions.

• Students add thinking details to their stories.
Adding Feelings or Reaction to Ending

- Read mentor texts.
- Discuss parts where characters stated how they felt.
- Discuss why feeling made the story more interesting.
- Brainstorm a list of feelings.
- Teacher models how to add feelings to his/her story ending using a purple pen.

** Refer to Small Moments: Personal Narratives pg 93
Writing an Interesting Ending

- Make a copy of student(s) work. Use the document camera to project the story while the student reads his/her ending. Choose examples that have boring endings. Demonstrate how to add feelings to the ending. Write on the booklet with purple pen.

- Students “turn and talk” to discuss how they can change their ending by adding feelings.

- Students write an interesting ending.
Technology and Student Samples

Check out our first grade digital stories by clicking on one of the links below!

Work Session

• Participants:
  • Think of a personal story you want to model in your classroom.
  • Write a basic story with no details (leaving out all revision).
  • Find places to add all four revisions.
    • Strong Lead
    • Transition words
    • Details
    • Ending with feelings

• Sketch story graphic organizer
• Write your final story
ESSENTIAL QUESTION

What does the text teach us about the Statue of Liberty?
Has...
CIRCLE MAP
ACT IT OUT WHOLE GROUP: KINDERGARTEN

Dress up a student as the Statue of liberty.
Teacher models as the tour guide first. Use notes or diagram to help.
Have a couple of students practice in front of the whole group.
Hi my name is ________________(introduction).
First we see the ________________.
Next we see the ________________.
Last we see the ________________.
WOW! ________________________(sense of closure/reaction).
Kindergarten
Tours of the
Statue of
Liberty
LADY OF THE LIGHT
<table>
<thead>
<tr>
<th>Notes</th>
<th>Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi, my name is</td>
<td>![image]</td>
</tr>
<tr>
<td>First we see</td>
<td>![image]</td>
</tr>
<tr>
<td>Name</td>
<td>![image]</td>
</tr>
<tr>
<td>Next we see</td>
<td>![image]</td>
</tr>
<tr>
<td>Name</td>
<td>![image]</td>
</tr>
<tr>
<td>Last we see</td>
<td>![image]</td>
</tr>
<tr>
<td>Name</td>
<td>![image]</td>
</tr>
<tr>
<td>Wow!</td>
<td>![image]</td>
</tr>
<tr>
<td>Name</td>
<td>![image]</td>
</tr>
</tbody>
</table>
Hi, my name is Mrs. C.

First we see the pedestal.

Name Mrs. C.

Next we see the broken chain.

Name Mrs. C.

Last we see the crown.

Name Mrs. C.

Wow! That was fun! Thanks for coming!

Name Mrs. C.
**Hi, my name is Daniel**

<table>
<thead>
<tr>
<th>First we see</th>
<th>the Broc in Chron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last we see</td>
<td>the Pedist1</td>
</tr>
<tr>
<td>Wow!</td>
<td>That was exciting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Daniel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Daniel</td>
</tr>
<tr>
<td>Name</td>
<td>Daniel</td>
</tr>
</tbody>
</table>
Hi, my name is __________.

First ___________________.

Next___________________.

Last _________________.

WOW!________________.
Hi, my name is Eli. I will be your tour guide.

First we see the torch.
Next we see the chains.

Last we see the robes.

Wow! That was so so fun.
FIRST GRADE
Dress up a student as the Statue of liberty.
Teacher acts it out. Use notes or diagram to help.
Have a couple of students practice in front of the whole group.
Hi my name is ___________. I am a park ranger.
First we see the _________________. It _________________.
Next we see the _________________. It _________________.
Last we see the _________________. It _________________.
Closing _________________.

ACT IT OUT WHOLE GROUP: FIRST GRADE
Hi. My name is James. I am a park ranger. Welcome to the Statue of Liberty!

First, we see the broken chain. It means we are free.

Next, we see the torch. It stands for truth.

Last, we see the crown. It has 7 spikes.

Thank you for coming today.
Hi. My name is _________________________________________________.

I am a park ranger. Welcome to the Statue of Liberty!

First, we see the _____________________________________________.

It _____________________________________________________________.

Next, we see the _____________________________________________.

It _____________________________________________________________.

Last we see the _____________________________________________.

It _____________________________________________________________.

_____________________________________________________________.

_____________________________________________________________.

_____________________________________________________________.
Hi. My name is Eva.

I am a park ranger. Welcome to the Statue of Liberty!

First, we see the pedestal. It helps the Statue of Liberty stand strong.

Next, we see the crown. It is beautiful.

Last, we see the tablet. It tells you when it was made.

Ask questions or any thing else you want to know, thank you for coming.
ACT IT OUT WHOLE GROUP

Students continue to act it out with their notes.

Hi. My name is Violet.

I am a park ranger. Welcome to the Statue of Liberty!

First, we see the torch. It stands for the free countries.

Next, we see the tablet. It stands for 5000 things.

Last, we see the Chance. It stands for freedom. Thank you for coming.
Statue of Liberty Tour
Hi. My name is James. I am a park ranger. Welcome to the Statue of Liberty!

First, we see the broken chain. It means we are free.

Next, we see the torch. It stands for truth.

Last, we see the crown. It has 7 spikes for the 7 continents.

Thank you for coming today.

The Liberty Tour

Welcome to the Statue of Liberty. I am your Tour Guide today.

First, let’s look at the shackles. These chains mean freedom.

Next, we see the torch. It stands for truth.

Last, look at the crown. It has 7 spikes for the 7 continents.

Close: I hope you enjoyed our tour. Are there any questions?
Hi, my name is Danni.

First, we see the shackles. It means freedom.

Next, we see the tablet. It means when she was built.

Last, we see the crown. It means the crown has 7 sides.

Was that fun to go to?
Title: The Liberty Tour
Intro: Welcome to the Statue of Liberty. I am your Tour Guide today. Let's look at the shackles. These chains mean freedom.
First, we see the torch. It stands for truth.
Last, look at the crown. It has 7 spikes for the 7 continents.
Close: I hope you enjoyed our tour. Are there any questions?

Welcome to the Statue of Liberty.
I am your Tour Guide today.
STUDENT SAMPLES

The Lady Liberty Tour

Hello, my name is Miss Dayton!

First, we see the shackles. The shackles stand for freedom.
Next, we see the tablet. It was the day of the celebration.

Last, we see the crown. It stands for the 7 oceans and continents.

Thank you for coming.
WORK SESSION
LIBERTY BELL

• Go back to lesson plan
• Add narrative writing
EDITING

Writing and Language: Conventions
FOCUS ON ONE CONVENTION OR STRATEGY AT A TIME

edit

Is everything spelled right?

Did you use punctuation?

Should you add or take out parts?

Are your words separated by spaces?

Do you have capital letters at the beginning of your sentences?
WRITERS REREAD THEIR WORK FOR CLARITY

• Teacher models rereading his/her story.

• Teacher thinks aloud, “that didn’t make sense.”

• Teacher edits the writing to make it easier to understand.

• Students read their stories aloud to a partner and make changes when it doesn’t make sense.
CAPITALS AND PERIODS

- Model how to add punctuation to tell readers to stop. Model how to begin sentences with capital letters.

- Using the document camera, project a few pages of student work. Have the class help decide where to add periods and capital letters.

- Students read through their writing to add punctuation.
HIGH FREQUENCY WORDS

• Model how to use the word wall to spell words correctly.

• Instruct students to cross out the incorrectly spelled word and write the correctly spelled word on the top.

• Using the document camera, project a few pages of student work. Have the class help locate incorrect sight words.

• Students read their writing to edit sight words.
HEARING AND RECORDING MORE SOUNDS

• Model how to stretch the word and record more sounds.

• Instruct students to cross out the word and write the “stretched out” word on the top. *the words do not need to be spelled correctly. Expect dominant sounds and known word parts

• Using the document camera, project a few pages of student work. Have the class help locate words that can be “stretched out.”

• Students read through their writing to stretch out words and record more sounds.
WRITING TIPS AND TRICKS
WHEN YOU’RE DONE YOU’VE JUST BEGUN!

Writing Workshop Time
When I’m Done:
- I can add more details to my picture
- I can add more writing
- I can start a new story

When you are done you’ve just begun!
TEACH FOR INDEPENDENCE

Writers Plan Our Stories

1. Think of an idea
2. Tap each page
3. Sketch
4. Write

What writers do

1. Think
2. Draw
3. Label
4. Write
5. Add details

Writing Process

1. Plan
2. Draw
3. Sketch
4. Write
5. Add details
6. Check
7. Edit
8. Publish
Writers try their best to spell tricky words then move on.

I went camping in the mountains.

Ways to Spell Words

- Say it
- Slide it
- Hear it
- Write it

Use snap words

Listen for little words inside

Use words you know

Write it part-by-part

Listen for syllables

Write sounds

Use a vowel below

The ABC chart

The Name Chart

The Family Words Chart
WORD Wall

Words on the wall:
- Caleb
- Imran
- Naja
- Denwar
- John
- Sarah
- Emma
- Joyce
- Sean
- Grace
- Katrina
- Shreyas
- Hangoko
- Lamia
- Sydney
- Mohammed
- Vikram

Date: 06-10-04
• It is project-based learning.

• It is child-centered; children are able to follow their own interests in making books.

• Books are familiar to young children; journals are not.

• Since art is a child’s “language,” they can focus on composing stories through illustrations and/or symbolic writing.
Children know that books are a real form of published writing; a single piece of paper is not.

Children no longer create long stories for one page because they must use multiple pages to make a book. They understand that they must turn a page to tell the next idea in the story.
LISTENING TO NYSIA:
WORLD CAFE

- Form groups of 4-5 and sit together at a table.
- Each group- select a “leader.”
- Discusses the question until time is called (see next slide for questions).
- Leader- record the major points of the conversation that takes place at the table.
- Leader- stay put; rest of the group- rotate to any table.
- Leader (the one who didn’t move)- present a summary of the conversation recorded from the former group to the new group.
- Each table- select a new leader.
- Again, the new leader’s role is to record the major points of the conversation that takes place at the table and to then summarize the conversation using the recorded notes.
- Group- discuss the next question until time is called.
- Repeat the process, ideally until everyone has had a chance to lead.
- After the final round, the last group of leaders present to the whole group rather than reporting out to a “next rotation.”
WORLD CAFÉ QUESTIONS

• Discuss the main takeaways from the article.
• Do you agree with this writing process? Why or why not?
• Does the author persuade you to adapt the way you teach narrative writing? If so, how? If not, why?
**YOU DO:**

**WORK SESSION ROCKS**

- Go back to lesson plan
- Add narrative writing
SHOW AND TELL
I feel comfortable implementing narrative writing in my classroom.
- **Little Bird Tales Website**: A free kid-friendly website where students can type, illustrate, and record their stories digitally. [http://littlebirdtales.com/home/default/](http://littlebirdtales.com/home/default/)

- **First Grade Writers: Units of Study to Help Children Plan, Organize, and Structure Their Ideas**: A practical, concise laid out description of five units of study for writing workshop. Contains a variety of helpful tables, charts, assessments, teaching points for mini lessons and conferences, troubleshooting tips, and month-by-month planning assistance.

Sources

- **Lucy Calkins Units of Study for Teaching Writing K-2**: A set of six books to guide a yearlong writing curriculum. Each unit of study contains detailed writing goals, assessment rubrics, and lesson plans for each day.


- **Writing In a Title I School**: Contains carefully crafted planning tools, lessons, and graphic organizers to make writing workshop fit seamlessly into your day.

  Akhavan, N. (2009). *Teaching Writing In a Title I School*, Portsmouth, NH: Firsthand Heinemann