Understanding the Vertical Approach of the K-5 Writing Standards: Narrative and RTL Genres

PARTICIPANT GUIDE

GEORGIA DEPARTMENT OF EDUCATION

Kathy Cox, State Superintendent of Schools
Quotes

- Writing is a critical activity in kindergarten for accelerating children’s literacy growth.
  
  McGee and Morrow

- Children learn best when they are experiencing success.
  
  B. Schultze

- We might visualize the writing process like this: conceive, craft, correct. Teachers largely tend to interact with students at the ends of the process. . . the middle element gets the least attention.
  
  R. Fletcher

- We begin by using the children’s ability with oral language as a bridge to written language.
  
  D. Lapp

- The more children read, the more they learn about writing. D. Ladd

- Children’s literature is an invaluable resource when it comes to offering examples of craft.
  
  E. Hale

- Writing plays a significant part in the early reading process. M. Clay

- Individual writers are influenced by knowledge and experiences, by the task, and by the environment. Farnan and Dahl

- Modeling, as part of direct instruction, is an important part of teaching. B. Schultze

- A cardinal rule of good teaching is to start where the child is. . . nonetheless, it is important to provide some scaffolding to ensure that the child can attempt the next, more sophisticated step and to provide plenty of practice and support. B. Schultze
Response to Quotations about Literacy

Please choose one of the quotes and provide a reflective response that you will share with another participant.
COMPARING AND CONTRASTING W1 & W2
<table>
<thead>
<tr>
<th>Skills</th>
<th>Examples</th>
<th>Appropriate Strategies/Phrases &amp; Other Specific Information/Noun/Terms/Knowledge</th>
<th>Element</th>
</tr>
</thead>
</table>

Analysis Form for Narrative Element: __________________________

Grade Level: __________________________
Glossary: Narrative Genre

Closure: an often comforting or satisfying sense of finality; something (as a satisfying ending) that provides such a sense (K, 1st, 2nd, 3rd, 4th, 5th)

Coherence: logically or aesthetically ordered or integrated; having clarity or intelligibility (3rd)

Context: the parts of a discourse that surround a word or passage and can throw light on its meaning [Discourse: a linguistic unit (as a conversation or a story) larger than a sentence] (4th, 5th)

Dialogue: a written composition in which two or more characters are represented as conversing (1st, 2nd, 3rd, 4th, 5th)

Extraneous: having no relevance (4th, 5th)

Flashback: interruption of chronological sequence (as in a film or literary work) by interjection of events of earlier occurrence (5th)

Focus: a point of concentration; directed attention (1st, 2nd, 3rd)

Foreshadowing: to represent, indicate, or typify beforehand (5th)

Suspense: pleasant excitement as to a decision or outcome (4th, 5th)

Tension: a balance maintained in an artistic work between opposing forces or elements (4th, 5th)

Phrases

"captures a reader's interest" a variety of methods used by writers to make their audience want to read what they have written.

"engages the reader" a method in which writers make their audience feel connected to the writing. This occurs after the reader's interest has been captured.

"lifts the level of language" a strategy in which writers avoid using boring, worn out words (e.g., good, nice, happy, sad) and instead use a vocabulary that adds rigor to the writing. This can also be accomplished by inserting modifiers (adjectives and adverbs).
"fantasy/imaginary stories" fantasy is often used as a name for stories that involve events that could not happen in the real world. Imagination is necessary to create a fantasy story. Imaginary stores, on the other hand, may be created based on a student’s knowledge of events that occur in the real world. The imaginary story may be believable but in fact is not a true account of the child’s own experience(s).

**Georgia Grade 5 Writing Assessment Glossary**

**Component**: a feature of writing within a particular domain.

**Domain**: an aspect of writing.

**Style**: the degree to which the writer controls language to engage the reader.

**Tone**: the attitude the writer expresses toward the reader, the subject, and sometimes himself or herself.

**Voice**: a strong sense of the person behind the words and the person’s attitude toward the topic; voice gives the reader the sense that the writer is directly addressing the reader.
Glossary: Response to Literature Genre

Closure: an often comforting or satisfying sense of finality; something (as a satisfying ending) that provides such a sense (K, 1st, 2nd, 3rd, 4th, 5th)

Coherence: logically or aesthetically ordered or integrated; having clarity or intelligibility (2nd, 3rd)

Evaluative: to determine the significance, worth, or condition of usually by careful appraisal and study (4th, 5th)

Extraneous: having no relation to the matter at hand (4th, 5th)

Interpretive: a teaching technique that combines factual with stimulating explanatory information (4th, 5th)

Opinion: a view, judgment, or appraisal formed in the mind about a particular matter; a belief stronger than impression and less strong than positive knowledge (1st, 2nd, 3rd)

Position: a point of view adopted and held to (1st)

Reflective: characterized by careful reasoned thinking (4th, 5th)

Phrases:

“captures a reader’s interest” a variety of methods used by writers to make their audience want to read what they have written.

“engages the reader” a method in which writers make their audience feel connected to the writing. This occurs after the reader’s interest has been captured.

“lifts the level of language” a strategy in which writers avoid using boring, worn out words (e.g., good, nice, happy, sad) and instead use a vocabulary that adds rigor to the writing. This can also be accomplished by inserting modifiers (adjectives and adverbs).
**Narrative Writing**

Georgia Grade 3 Writing Assessment: Scoring Rubric

**Domain 3: Style** - The degree to which the writer controls language to capture the reader's interest

- Transitions are used consistently and effectively
- Emphasis and sentence variety
- Usage of modifying words
- Openings, closings, and middles
- Language: informal, formal
- Word choice
- Metaphor, simile, alliteration
- Sentence variety
- Usage of sensory language

**Domain 2: Organization** - The degree to which the ideas are arranged in a clear order with a beginning, middle, and end

- Center of the story is clear
- Development of characters
- Action and dialogue
- Supporting details and descriptions
- Point of view

**Domain 1: Ideas** - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details

- Attention to the audience; some sense of audience
- Evidence of sensitivity to the audience
- Logical, coherent organization; clear structure
- Thoughtful use of information
- Language: formal, informal
- Word choice
- Strong verbs
- Descriptive language

- Awareness of audience
- Audience
- Awareness
- Word choice
- Exceeds Standard
- Meets Standard
- Does Not Meet Standard
- Does Not Meet Standard

- Awareness
- Audience
- Awareness
- Word choice
- Exceeds Standard
- Meets Standard
- Does Not Meet Standard
- Does Not Meet Standard

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- Awareness
- Audience
- Awareness
- Word choice
- Exceeds Standard
- Meets Standard
- Does Not Meet Standard
- Does Not Meet Standard
# Third Grade Narrative Rubric Chart

Record the corresponding W2 Elements in this column

<table>
<thead>
<tr>
<th>Domain 1: Ideas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Component: Focus</td>
<td>b. Sustains a focus</td>
</tr>
<tr>
<td>Component: Supporting Details</td>
<td></td>
</tr>
<tr>
<td>Component: Character Development</td>
<td></td>
</tr>
<tr>
<td>Component: Development/Completeness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Component: Organizational Pattern (B, M, E)</td>
<td></td>
</tr>
<tr>
<td>Component: Chronological Sequence of Ideas</td>
<td></td>
</tr>
<tr>
<td>Component: Transitions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Style</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Component: Word Choice</td>
<td></td>
</tr>
<tr>
<td>Component: Audience Awareness</td>
<td></td>
</tr>
</tbody>
</table>

**ELA 3W2: The student produces a narrative that:**

a. Captures a reader’s interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.

b. Sustains a focus.

c. Includes the appropriate purpose, expectations, and length for the audience and genre.

d. Uses sensory details and other literary language to communicate setting, characters, and plot.

e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases and time cue words).

f. Develops characters through action and dialogue.

g. Provides a sense of closure.

h. May include prewriting.

i. May include a revised and edited draft.

j. May be published.
The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts – Kindergarten
Teaching Activity/Instructional Task

INTRODUCTION:

Unit Development Title (if associated with unit/genre): Narrative Writing

Teaching Activity Title: My Personal Story through Beginning, Middle, End

Teaching Activity Annotation: This task is designed to teach students to develop a personal narrative through an organizational structure with beginning, middle, and end pictures. This lesson would be taught after students have had appropriate exposure to narrative pieces in literature.

Grade, Subject(s), Topic(s), Author: Kindergarten, English/Language Arts, Narrative Writing, Heather Whitman

STANDARDS:

Focus Standard(s)/Elements:
ELAKW2-The student produces a personal narrative that
  c. Begins to use organizational structures (e.g., beginning, middle, end)

Complementary Standard(s)/Elements:
ELAKW2-The student produces a personal narrative that
  b. Uses drawings, letters, and phonetically spelled words to describe a personal experience.

LEARNING GOALS:

Essential Questions, Knowledge, and Skills:

Essential Questions
How do we know what the important parts are in a story?
What story can we tell about our own lives?

Knowledge:
Narrative writing is the first genre that we learned this year. Narrative writing is a personal story about one's life. To start writing a narrative piece, drawing pictures helps the writer to think of all of the events that happened. This teaching task would be after the students have been exposed to a variety of narratives in literature so the students have prior knowledge regarding how one composes a typical narrative piece. Involving stories from the student's own lives helps them use organizational structure to take this genre unit further.
**Skills:** Compose a piece of narrative writing by drawing the events of the story for the beginning, the middle, and the end utilizing a graphic organizer (see attachment).

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Narrative Writing**

Name______________________________

**BALANCED ASSESSMENT FOR LEARNING:** The students will compose a narrative piece through illustrating the beginning, middle, and end using an organizational structure.

**Assessment Method/Type:** Student work/Graphic organizer

**Assessment Title:** Beginning, Middle, End

**Description/Directions:** The student will compose a personal narrative through pictures for the beginning, middle, and end.
STUDENT WORK SAMPLE
See Student B Narrative Writing Work Sample. This student drew a narrative story of a trip to the skate park (Beginning- Put on your skateboarding equipment, Middle- Skate on the ramps, End- Head home with your skateboard).

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Drawing" /></td>
<td><img src="image2" alt="Drawing" /></td>
<td><img src="image3" alt="Drawing" /></td>
</tr>
</tbody>
</table>

Name: Student B

PROCEDURES, DIRECTIONS, AND RESOURCES:

Type of Step: Teacher models beginning, middle, and end through pictures

Approximate Duration of Step: 20 minutes

Describe the Step: The teacher tells a personal story and asks the students to listen to what happens in the beginning, the middle, and the end of the story. (Story example: When I first got my dog Sam, he was a bad dog and always chewed my boots. I would get very mad. Once I trained him to play with a ball or bone, he became a good dog. I had no more problems with Sam chewing my boots.) The teacher then models for the students a larger version of the graphic organizer using chart paper for the display. This is a copy of the organizer the children will be using for beginning, middle, and end. The teacher will have the students assist in illustrating a picture for the beginning, middle, and end by prompting the students to tell what happened in each part. The illustrations are completed by the teacher with student input. To summarize and reinforce the teacher's modeling, the class uses the pictures to retell the three main parts of the story.
Georgia Performance Standards Framework for English Language Arts – Kindergarten

Name Teacher Model

Type of Step: Student Work Time

Approximate Duration of Step: 20 minutes

Describe the Step: The students are given the graphic organizer for beginning, middle, and end. The teacher reminds the students to think of a story that has happened in their life and draw a picture of what happened in the beginning, middle, and end. The teacher also reminds the students what B, M, and E stand for so that each heading of the graphic organizer is clear to them. The students work independently with their graphic organizer, pencil, and crayons. The teacher walks around to monitor student progress and confer with students who may need additional support. See remediation and extension below to differentiate this task.

Type of Step: Share and Close

Approximate Duration of Step: 15 minutes

Describe the Step: The teacher asks everyone to come to the carpet and make a circle to share. The teacher picks three students who completed the task and asks them to share their personal narrative with the class. The students share their three pictures on the graphic organizer and retell the three main parts of their personal narrative. This process allows the other students to experience examples of writing that meets the narrative standard/element. The teacher then closes by reviewing how the students used the organizational structure of beginning, middle, and end in appropriate ways.

MATERIALS AND EQUIPMENT:
Materials: chart paper with pre-drawn version of student graphic organizer, markers, pencil, crayons, student graphic organizer

Equipment: chart stand for writing/modeling
DIFFERENTIATION FOR CONTENT, PROCEDURES, AND PROCESS:

If students have difficulty drawing the three parts of their personal story (beginning, middle, end), then the teacher will need to hold an individual student conference with them. The student may need to orally tell the story and the teacher will help the student to determine what parts of the story make up the beginning, middle, and end.

For students that need an extension activity: These students may compose a sentence or add letters/words to their three pictures at the bottom of each box. Lines may be added to the attached graphic organizer for these students.
The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts – First Grade

Teaching Activity/Instructional Task

Unit Development Title (if associated with a unit/genre): Narrative Genre

Teaching Activity Title: Adding the Perfect Ending to a Story

Teaching Activity Annotation:
The students will be given an opportunity to choose a non-published piece from their writing folder and add an ending that signals to the reader that the story is over. The students will be given opportunities to receive feedback from their peers through share time and with teachers during conferences prior to publishing.

Grade: Subject: First Grade
Topic: Language Arts/Writing
Author: Sylvia Cook, Paulding County Schools

First Grade Writing Standards: The student begins to write clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process. The student’s writing begins to reflect the conventions of written English.

ELA1W1: The student begins to demonstrate competence in the writing process. The student:
   a. Writes texts of a length appropriate to address a topic and tell a story.
   b. Describes an experience in writing.
   c. Rereads writing to self and others, revises to add details, and edits to make corrections.

Focus Standard(s)/element:
ELA1W2: The student will write a narrative that:
   a. Begins to capture a reader’s interest by writing a personal story.
   b. Begins to maintain a focus.
   c. Adds details to expand a story.
   d. Begins to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words).
   e. Begins to develop characters and setting through dialogue and descriptive adjectives.
   f. Begins to develop a sense of closure.

Complimentary Standard(s)/element:
First Grade Reading Standards: Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning.
Georgia Performance Standards Framework for English Language Arts – First Grade
ELA1R6: The student uses a variety of strategies to understand and gain meaning from grade level text. The student
a. Reads and listens to a variety of texts for information and pleasure.
b. Makes predictions using prior knowledge.
c. Asks and answers questions about the essential narrative elements. (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
d. Retells stories read independently or with a partner.
e. Makes connections between texts and personal experiences.
f. Self-monitors comprehension and rereads when necessary.
g. Recognizes cause-and-effect relationships in text.
h. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.

LEARNING GOALS:
The students will make a direct connection between the organization structure of narrative texts which they have either read independently or have had read to them. The students will write personal narrative texts based on their own experiences.
The students will publish a text containing the elements of narrative genre including “a sense of closure.”

Essential Questions:
How do authors tell the whole story?
How do authors indicate to the reader that a personal narrative text is complete?

Introduction:
Young children have experiences with many things that come to an end. Examples include seeing Santa’s float at the end of the Christmas parade and knowing that the parade is over, realizing that going to bed means the day is over, and packing the car to return home after a week at the beach indicates that the vacation is over.

Just as the signal for the end of a vacation occurs when the car is all packed, authors must also signal endings for pieces of writing which they create. By carefully choosing his words, the author signals an end to a piece of work. In some cases, it may be simply stated “The End” written in bold letters after the last sentence. In other cases, the author will carefully choose his words and close the piece by writing several sentences or a paragraph signaling the end. The ending of a story can be as unique as the story itself or may mirror that of another piece of work.

Young children experience a large variety of endings to stories while listening to books read aloud by parents, siblings, teachers, or through books on tape. They enjoy listening to and following along as the story evolves, indicating their pleasure at the end of the story. Should the reader stop reading before the story is complete, the children will often voice their desire for the reader to continue. Children often follow the sequence of events to the point that they know when the story has ended.
BALANCED ASSESSMENT OF LEARNING:
1) Assessment Method/Type: Student/Teacher formal and informal conferences
   Assessment Title: Writing Conference
   Description/Directions: Using a predetermined student/teacher conferencing schedule, the students will evaluate a narrative selection based on the elements of the standard. The teacher will offer feedback on that particular selection. The teacher will then use the results from the conference/checklist to plan the next steps in instruction for individual students, small groups, or the entire class.

2) Assessment Method/Type: Checklist (see included example)
   Assessment Title: Narrative Writing: Performance Standards/Elements
   Description/Directions: Using a checklist containing the elements of the writing standards for the narrative genre, students will self-assess their writing prior to conferencing with the teacher. During the conference, the teacher will use the same instrument to evaluate student work based on the writing standards. Results noted from the checklist will be recorded in a conference notebook, and the teacher will plan the next steps in instruction according to the needs of the individual student, a small group of students, or the entire class.

STUDENT WORK SAMPLES (OPTIONAL):

PROCEDURES, DIRECTIONS, AND RESOURCES:
Type of Step: Teacher will read several narrative texts aloud and create a visual aid containing examples of “sense of closure” added to narrative texts.

Approximate Duration of Step: This learning tool can be used over the course of several days. It can be incorporated into the reading and writing blocks. Daily lessons should last between 10 and 15 minutes each.

Describe the Step: The teacher will read several narrative texts, focusing on the word choice that signals an ending. The text selected for demonstrating this lesson is titled Pigs, written by Robert Munsch. (The Georgia Department of Education does not recommend any particular text for a lesson. This selection was chosen by the author to demonstrate one type of closure to narrative text.)

Recommended Lesson Steps
Step 1: The teacher will read Pigs by Robert Munsch as part of the whole group/mini-lesson to the students, allowing students the opportunity to discuss elements of the reading standards that focus on the narrative text. (This includes beginning-middle-end, setting, characters, problems, events, and resolution.)

Step 2: The teacher will ask the students if there were any clues in the story that might have suggested the pigs’ adventure had ended. (The students might suggest that the animals were in
Georgia Performance Standards Framework for English Language Arts – First Grade

their pen when the story started and back in the pen at the end, after having experienced several adventures during the middle of the story.)

**Step 3:** The teacher will introduce the element of the writing standards indicating that narrative texts include a “sense of closure.”

**Step 4:** The teacher will post a visual aid that will evolve over the course of several days and include examples of “closure” found in narrative texts. Students should be reminded to listen very carefully for specific words, phrases, or sentences the author used to signal to the reader that the text was ending. (Examples might include: “The End,” or “They lived happily ever after,” or “It was the best day of my life!”) Please see examples of a visual aid included at the end of this unit.

**Step 5:** The teacher will end the lesson by reminding the students of the writing element they are focusing on during the next few days. Suggest to them that they should consider adding a “sense of closure” to their narrative text.

**Step 6:** The teacher will monitor students’ independent writing for examples of experimentation with the element of closure. Those students demonstrating closure of their personal narrative should be encouraged to share their writing with their peers.

**Step 7:** Repeat steps 1 through 6 using a different text several times over the next few days, each time adding the examples of closure to the graphic organizer for students to use as a reference as they continue to write endings for their narrative pieces.

**Materials and Equipment:**

**Materials:**

1) A variety of narrative texts in which the author establishes a sense of closure can be used for this unit. (The Georgia Department of Education does not recommend any particular text. This selection was chosen by the author of this unit to demonstrate closure to narrative text.)

Additional examples selected by the author of this unit include:

1) **Mia Hamm; Winners Never Quit!** By Mia Hamm
   “And that was more important than winning….”

2) **Going Home** by Eve Bunting
   “I pictured them back here, dancing in the streets of La Perla, and I lie there, watching the moon shine on the Christmas star till I fell asleep.”

3) **Hedgie’s Surprise** by Jan Brett
   “But the little Tomten didn’t hear a word. He was sound asleep, his tummy full of tasty porridge.”
Georgia Performance Standards Framework for English Language Arts – First Grade

4) *Daisy Comes Home* by Jan Brett
   “No bumping, no jostling, no fussing around – just six happy hens, their heads
tucked in their feathers, high and warm and safe, together.”
   ***Again, these texts have good examples of different types of closings to share
with students.

2) Chart paper and markers
3) Student writing paper and pencils

**Equipment:** Easel/Chart Stand

**Differentiation for Content, Process, and Procedures**

Content: All students are taught the element of the Narrative Genre Standard. All students will write a
piece of narrative writing that has an ending that helps the writer to develop a sense of closure.

Procedures: The students will be at many different levels in their writing expertise. Some will be able to
draft with little assistance; some will need help with finding a topic, while others may ask for a way to
begin/end, etc. Go to the most struggling students first to offer support. Create small group conferences
with those who have similar needs. Teachers should conference with those individual students who
cannot get started writing (day after day). This delay in beginning to write may be alleviated by having
these students create a story web or simply draw a picture before they are capable of drafting. It might
require that these students need daily conferencing while the monitoring of others may be less often.

Process: The goal is for all students to write a narrative that includes an ending with a sense of closure.
The writing can look different depending on the level of the student. The goal is move all students
“forward” as writers. Students may practice using different ways of ending their story. If the student
publishes a piece, then he/she would need to choose the most effective way of ending. Students will be at
different stages in their writing.

All of the students receive the same instruction. Some need more one-on-one conferencing, and the
supportive tasks may look somewhat different. All students should move and grow as writers; however
the process and performance may look quite different depending on their prior experience, background
knowledge, and skill level.
Georgia Performance Standards Framework for English Language Arts – First Grade
Example of Teaching Tool

First Grade Writing Standards
ELA1W2
f. Begins to develop a sense of closure.

### Story Endings

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Words, Phrases, or Sentences that signal the story’s end.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pigs by Robert Munsch</td>
<td>“And Megan never let out any more animals. At least, not any more pigs.”</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
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</tbody>
</table>
# Example of Assessment Tool

First Grade Writing Standards  
Narrative Genre  
ELA1W2

## Narrative Writing – Conferencing Tool

<table>
<thead>
<tr>
<th>Student Reflection</th>
<th>Writing Standard/Element</th>
<th>Teacher Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Story begins to capture the reader’s interests.</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>Story begins to maintain a focus.</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>Writer adds details to expand the story.</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>Writer begins to use organizational structures and strategies</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>Develops characters and setting.</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>Story begins to develop a sense of closure</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
Example of Assessment Tool

First Grade Writing Standards
Narrative Genre
ELA1W2

Individual Conference Record

<table>
<thead>
<tr>
<th>Date of Conf.</th>
<th>Title of Piece</th>
<th>Genre</th>
<th>Strengths of Piece</th>
<th>Weakness of Piece/Next Step</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

**Georgia Performance Standards Framework for English Language Arts-Second Grade**

**Teaching Activity/Instructional Task**

**Introduction:**
Unit Development Title (if associated with unit/genre): Narrative
Teaching Activity Title: Focusing On a Moment in Time

Teaching Activity Annotation: This activity will provide teachers with specific strategies for guiding students through the process of focusing on the most important moment of a story. Second graders tend to write about everything that happened from the time they wake to the time they go to sleep at night. Others might write a sentence about an event with one detail, and then say they are finished. When you suggest they think about the moment or minute of most importance and ask them to add details to describe that moment, you are helping them to develop the heart of the story (the beginning of plot development).

**Grade(s):** Second
**Subject:** Language Arts/Writing  
**Topic:** Focusing On One Topic

**Author:** Beth Weathersby, Cartersville City Schools

**Standards**
Focus Standard/Element(s):
ELA2W2 The student produces a narrative that:
  
  c. Begins to sustain a focus.

Complementary Standard/Element(s):
ELA2W2
  
  a. Captures a reader’s interest by writing a personal story in first or third person consistently.
  
  b. Begins to write fantasy/imaginary stories

**Learning Goal(s):**
Second grade writers will develop strategies that assist them in focusing on one topic.

**Essential Questions, Knowledge, and Skills:**
How do writers narrow the topic/focus on one story?
After a writer has decided on an idea, how does he decide what details to add and what details to omit?

**Note to teacher:** Background knowledge will be based on a student’s personal experiences; thus, teachers need to encourage and value oral retelling of personal experiences. We want the students to have opportunities to talk about their experiences which will support the skills necessary to write about their experiences.

**Knowledge (terms and phrases):**
Details
Focus
“Slice”
“Moment in time”
Georgia Performance Standards Framework for English Language Arts-Second Grade

Skills:
- How to use an organizer (such as the “pizza”)
- How to sustain a focus
- How to include details

Balanced Assessment for Learning:

Assessment Method: One-on-one conferencing with students to determine:

a. If the student has decided on a topic
b. What the most important moment could be
c. If the prewriting (graphic organizer) has given the writer a road map for drafting
d. If the draft tells a complete story
e. If the student knows how to make changes (revise) to make the story better
f. If the student has tried to correct mechanical errors
g. If the student is ready to write a final published piece

Assessment Method/Type: Informal/Formal

Assessment Title:

Conferencing

Description/Directions: Teachers need to check in on each individual writer while the other students are writing independently, rereading their stories, looking in books for ideas, generating a new list of ideas, revising, editing, or publishing their piece of writing.

Student work samples (optional): N/A

Procedures, Directions, and Resources:

Type of step:

Lessons with an Opening, Worktime, and a Closing
Procedures: 3 or more days looking at, talking about, and writing about “Moments in Time.”

Day One: Read Aloud
Day Two: A Chart of “Moments”
Day Three: Visualization
Georgia Performance Standards Framework for English Language Arts-Second Grade

Day One

Open the Lesson: Read Aloud

Prepare to share a story with a simple and focused topic. This can be a read aloud book, an exemplary piece of student writing, or a piece written by the teacher. *The Relatives Came* by Cynthia Rylant is a text with a simple focus. Have students listen for who is in the story, what happens in the story, and where the story takes place. (The relatives, spending time together, up from Virginia)

Discuss the story elements. Next, ask them what was the most important moment in time for the relatives? Talk about the moment being two weeks, but especially talk about how the author told only a few of the details of the weeks together such as hugging, breathing, eating, sleeping, repairing things, and helping one another.

Work on the Lesson

Distribute copies of other books with simple stories for students to read in order to determine the moment. Make certain that students can read the books independently. This provides students with the opportunity to practice.

Monitor the room and talk to students. Ask those who have found examples if they might share with the class.

Be certain to give the students time to work on their writing each day. Having students read texts to notice how published authors generate ideas is a part of the writing process.

Close the Lesson

Have 2 or 3 students share with the class about the books they read. Have them tell what they thought was the most important moment in the story they read.

Day Two

Open the Lesson: Create a Chart about “Moments in Time”

Ask the students to share some of the moments from *The Relatives Came* (as listed above). Ask the students if they can see these moments. What do they see, hear, taste, or feel? (Sleeping all over the house, cutting hair, repairing tools, chasing each other, eating lots of food.) Model these examples as they are given by the students by writing the examples on chart paper together as a class.

Ask students to share with a partner about what moment they might write. You may have to support their thinking with a suggestion to get them started. You might say something like “the moment the roller coaster ride turned upside down” or “the moment I got all of my hair cut off.”
Georgia Performance Standards Framework for English Language Arts-Second Grade

Go to those who have nothing to contribute while the others talk. Next, ask them to share some of their moments in time and record these on the chart paper as well.

<table>
<thead>
<tr>
<th>Moments in Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipping upside down on the roller coaster</td>
</tr>
<tr>
<td>The minute my puppy arrived</td>
</tr>
</tbody>
</table>

Work on the Lesson

The students are to create a chart on their paper like the one completed together as a class. Have them list possible moments from their own personal experiences.

Monitor the room looking for struggling writers. You may have one or more students who need your help in getting started. Have these students meet you at a conferencing table. Provide additional support in getting one or two ideas on paper. You will be watching and using your conference notes to notice what lessons need to be revisited in small group or individual settings so you are able to encourage and support their efforts.

Ask for two or three students to share the charts they created in the closing.

Close the Lesson

Reflecting on the work and talking about it supports all students. When students are given the opportunity to hear one another’s ideas and/or verbalize their own, this supports their thinking and assists with their struggles. It also serves as a simple topic search.

Day 3

Open the Lesson: Visualization

Draw a sausage and pepperoni pizza (or have students visualize one). Show how the whole pizza represents one idea (Roller Coaster at Six Flags Over Georgia). One slice of pizza represents an important moment (flipping upside down on the ride), and the pepperoni and sausage are the details that describe the moment (Screams, sweaty palms, queasy stomach, and fear)

Work on the Lesson

Tell students they will now go back and look at their list of writing ideas. Which ideas could they write about? What would the most important moment be from that one idea? What details would best help tell the story?
Georgia Performance Standards Framework for English Language Arts-Second Grade

Have students start pre-writing by drawing a circle like a pizza. (You may have a drawn pizza with eight slices included on duplicate paper to support this endeavor.) If not, have them draw slices of the pizza. They are to write the ideas inside the whole pizza. Next, they are to write the moment inside one slice with details that describe it. (The slice could be completed on a separate sheet of paper if the teacher feels this would be helpful.)

Having a visual for students to reference as they do the actual work provides a scaffold for all students. Those who struggle the most may need to use your work to help them simply get print to paper. Other students may not need to reference your sample. However, it should be visible for all who need it. You will go to the neediest writers first, but you want to check on all writers. You will also want to see who might be willing to show what they drew.

Close the Lesson

Closings can be a time of celebration or a time for writers to get additional help from their peers. Use this venue for students to practice speaking and listening skills.
Once students have a focused topic, they will use their pre-writing (pizza slice) to help start a draft. They will begin writing about an important moment with thoughts of adding enough details to tell the story.

Approximate Duration of Steps:
3 to 4 days

Describe the step(s): Explained in the lessons

Materials and Equipment

Materials:
1. Read aloud book (One possibility is to read The Relatives Came by Cynthia Rylant). You could also use a piece of student writing or your own writing as a teacher.
2. Chart paper and markers

Equipment:
Chart stand or easel

Differentiation for Content, Procedures, and Process

Content: All students are taught the element of the Narrative Genre Standard. All students will write a piece of narrative writing that focuses on a moment.

Procedures: The students will be at many different levels in their writing expertise. Some will be able to draft with little assistance; some will need your help with finding a topic, way to begin/end, etc. Go to the most struggling students first to offer support. Create small group conferences with those who have similar needs. Teachers should conference with those individual students who cannot get started writing (day after day). It might mean they need to create a story web or simply draw a picture before they are
Georgia Performance Standards Framework for English Language Arts-Second Grade
capable of drafting. It might mean you check on them everyday while you check with others once every week or once every two weeks.

Process: Our goal is for all students to establish a topic with an important moment in time. The writing can look different depending on the level of the student. If a student has never written a sentence, and you are able to help them get two sentences on one topic or a complete “pizza” with a moment, then you have moved that student forward as a writer.

Another student may come to you having written many stories. This student must be given the opportunity during the writing process to pre-write, draft, revise, edit, and ultimately publish his/her moment (or maybe even two different moments if they finish early).

All of the students receive the same instruction. Some need more one-on-one conferencing, and the supportive tasks may look somewhat different. All students should move and grow as writers; however the process and performance may look quite different depending on their prior experience, background knowledge, and skill level.
Georgia Performance Standards Framework for English Language Arts-Third Grade

Teaching Activity/Instructional Task

Introduction:
Unit Development Title (if associated with unit/genre): Narrative
Teaching Activity Title: Different Paths to Narrative Closure
Teaching Activity Annotation: This teaching activity task is for the third grade narrative writing unit. A teaching task helps to build schema for students by providing concrete pathways to learning. The focus of the task is to introduce examples of types of story closure used by authors, teachers, and student peers as models in narrative writing. By using authentic exemplars, students will have a variety of choices in meeting this element of the narrative standard.

Grade(s): Third
Subject: Language Arts/Writing Topic: Closings
Author: Christine Parker, DeKalb County Schools
Note: These lessons are not to be followed as a script. They are examples that teachers may use or adapt within the structure of the narrative writing unit.

Standards
Focus Standard/Element(s):
ELA3W2 The student produces a narrative that:
   g. Provides a sense of closure.

Complementary Standard/Element(s):
ELA3W2
   a. Captures a reader’s interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.
   b. Sustains a focus.
   c. Includes the appropriate purpose, expectations, and length for the audience and genre.
   d. Uses sensory details and other literary language to communicate setting, characters, and plot.
   e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases and time cue words)
   f. Develops characters through action and dialogue.

Learning Goal(s):
Third grade writers will develop strategies that assist them in providing closure.

Essential Questions, Knowledge, and Skills:
How can we express real or imagined experiences that engage the audience/reader through writing in the narrative genre?
What are the elements of a good story?
What is author’s craft, and how can it be used in our writing?
What are some different strategies that I can use to close a narrative piece of writing?

Knowledge (terms/phrases): Circular Ending
Reflective Ending
Wondering/Question Ending
Georgia Performance Standards Framework for English Language Arts-Third Grade

Skills: Be able to use a different type of closing strategy

Balanced Assessment for Learning:

Assessment Method: One-on-one conferencing with students to determine:

a. If the student has a sense of closure
b. If the student has used one of the strategies/paths to narrative closure
c. If the prewriting (graphic organizer) has given the writer a road map for drafting
d. If the draft tells a complete story
e. If the student knows how to make changes (revise) to make the story better
f. If the student has tried to correct mechanical errors
g. If the student is ready to write a final published piece

Balanced Assessments

<table>
<thead>
<tr>
<th>Method/Type</th>
<th>Informal Observation</th>
<th>Dialogue and Discussion</th>
<th>Selected Responses</th>
<th>Constructed Responses</th>
<th>Self Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Unassisted narrative writing, Writer’s Notebook entries, Student-teacher conferences</td>
<td>Whole group opening meeting using reciprocal strategies such as question generating from students, think/pair/share, oral summaries of concepts, Author’s Chair</td>
<td>Graphic organizers, drafts</td>
<td>Use the conference log to check student progression through the stages of the writing process, highlight elements discussed, and monitor student’s participation in collaborative feedback, use the Narrative Rubric to show students their progression in meeting elements of the Standard (many elements occur in several genres)</td>
<td>Students rate themselves according to the Narrative Rubric, Peer conferences which discuss use of elements in the narrative drafts</td>
</tr>
</tbody>
</table>
# Georgia Performance Standards Framework for English Language Arts-Third Grade

## Conference Log for Grade 3

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Title of Student Work:</td>
<td>Approaches ____ Meets ____ Exceeds ____</td>
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### Writing Standard: Narrative

- a. Captures a reader’s interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view
- b. Sustains a focus
- c. Includes the appropriate purpose, expectations, and length for the audience and genre
- d. Uses sensory details and other literary language to communicate setting, characters, and plot
- e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, and time cue words)
- f. Develops characters through action and dialogue
- g. Provides a sense of closure

<table>
<thead>
<tr>
<th>Stage of Writing</th>
<th>Peer’s Name:</th>
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<tr>
<td>Brainstorming/Planning In Sourcebook</td>
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<tr>
<td>Drafting</td>
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<tr>
<td>Revising with teacher/peer</td>
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<tr>
<td>Editing with teacher/peer</td>
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<tr>
<td>Self-evaluation check</td>
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<tr>
<td>Publishing</td>
<td></td>
</tr>
<tr>
<td>Personal Narrative ____ Fantasy ____ Imaginary Narrative ____ Other ____</td>
<td>Author’s Chair: Yes ____ No ____ Benchmark Piece</td>
</tr>
</tbody>
</table>

### Language Use and Conventions

- a. Correctly identifies and uses subject/verb agreement and adjectives
- b. Identifies and uses nouns (singular, plural, possessive) correctly
- c. Identifies and uses contractions correctly
- d. Identifies and uses personal and possessive pronouns
- e. Distinguishes between complete and incomplete sentences
- f. Uses appropriate capitalization and punctuation (end marks, commas, apostrophe, quotation marks)
- g. Writes legibly in print or cursive, leaving space between letters in a word and between words in a sentence

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<tr>
<th>Comments:</th>
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Georgia Performance Standards Framework for English Language Arts-Third Grade

Student work samples (optional): N/A

Procedures, Directions, and Resources:

Note to Teacher: The task described below may be introduced at the beginning or near the end of the writing process. The instructional task/learning activity may or may not be completed in one day. This depends on individual classes. It is best to divide the task up into several different lessons. Each lesson/or step in the task has an opening, work time, and closing.

Lesson 1: Description

The teacher explains at some point that all stories need to signify an end or that some type of resolution has taken place to a problem or conflict. Writers use a variety of ways to do this. Redirect students to the narrative element “g” that states, “provides a sense of closure.” It is helpful if students have their own copy of the narrative standard so they can check each element as it is taught. This assists them in locating the elements in their own work. Introduce the Circular Narrative Chart. Explain that some authors end a story in the same way that it began. Remind students that a story has a well developed beginning, middle, and end. The chart represents how the writer decided to use the same ending as the beginning. Next, read two teacher-selected stories with just the beginning and the end as examples. Directing students to the chart paper, share the beginning of a piece of student writing. Ask students how they might end the piece without knowing all of the details in the middle. Students will use their work time to brainstorm in their Writer’s Notebook or practice revising a piece using the circular process. During teacher-student conferences, the teacher may work with a small group to guide the students in the circular process. Selected students may share how they used the craft in their piece of writing. As students become experts, the teacher collects examples from the class and makes a class reference chart for circular endings as closure.

Lesson 2: Description

The teacher explains that there is an additional way that they will explore in providing closure to their narrative writing. This time is called Reflection, or “sitting back looking at all of the events that have taken place in the story and commenting.” Redirect students to the narrative element about closure. Introduce the Reflection Narrative Chart. Read the examples for personal narrative. Ask students to Think/Pair/Share for a few minutes. Add student examples to the chart. Read an exemplary piece by a student (perhaps a memoir), and ask the students how a reflective comment might be added at the end. Show students how the strategy of Reflection might work in an imaginative story. Again, ask the students to Think/Pair/Share and come up with examples. Chart additional examples. Students will use their work time to practice revising a piece using a reflective closing. During teacher-student conferences, the teacher may work with a small group to guide the students in the reflective process. Selected students may share how they used the craft in their piece of writing. As students become experts, the teacher collects examples from the class and makes a class reference chart for Reflective Endings as a means of closure.
Lesson 3: Description

The teacher explains that there is an additional way that they will explore in providing closure to their narrative writing. This time it is called a “wondering or rhetorical question.” This ending leaves your reader wondering what might happen next. It may cause your reader to seek out your next story. Redirect students to the narrative element about closure. Introduce the Narrative Chart for Wonderings/Rhetorical Questions. Read the examples for personal narrative. Ask students to Think/Pair/Share for a few minutes. Add student examples to the chart. Read an exemplary piece from a student, and ask students how a wondering/question might be added at the end. Show students how Wondering/Rhetorical Questions might work in an imaginative story. Again, ask students to Think/Pair/Share and come up with examples. Chart additional examples. Students will use their work time to practice revising a piece using this particular type of closing. During teacher-student conferences, the teacher may work with a small group to guide them in the wondering/question process. Selected students may share how they used the craft in their piece of writing. As students become experts, the teacher collects examples from the class and makes a class reference chart for Wonderings/Rhetorical Question Endings as a means of closure.

Lesson 4: Description

Explain to the students that they now have a variety of ways to end their pieces without writing “the end,” “that’s all I can think of,” or “I hope you liked my story,” etc. Make a chart of the students’ favorite choices from the three strategies that were introduced. Secure copies of books from the media center and the classroom library to have available for further exploration by students. Ask students to note examples to share when they discover examples learned in class from other authors.

Suggested Resources

Possible books to use for demonstrating endings:
The Relatives Came by Cynthia Rylant
The Umbrella by Jan Brett
Me and Nessie by Eloise Greenfield

http://www.suzanne-williams.com/lil/Files/endings.htm

Examples of Charts

<table>
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<tr>
<th>Type of Closure: Circular</th>
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<tbody>
<tr>
<td>Beginning: I looked up, and all I could see were the silvery, blinking stars.</td>
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<tr>
<td>Middle</td>
</tr>
<tr>
<td>End: After it was all over, I looked up, and all I could see were the silvery, blinking stars.</td>
</tr>
<tr>
<td>(Add student examples from brainstorming, as well as examples from authors)</td>
</tr>
</tbody>
</table>

Kathy Cox, State Superintendent of Schools
English Language Arts • 3rd Grade • Narrative
December 2007 • Page 5 of 7
Copyright 2007 © All Rights Reserved
Type of Closure: Reflection
Often used in personal narratives but could be used by one of the main characters as an aside or afterthought
Examples from Personal Narratives:
That was an experience that I will never forget.
I wonder what people will think of me now.
I will never do that again.
I have learned my lesson.
No one will ever have to worry about me doing that again.
(Add student examples from brainstorming, as well as examples from authors)
Examples from Imaginary Stories
“As prince of this province, no one will ever be in danger again,” thought the little prince.
“I have saved the day!” shouted the speckled-face ladybug.
“What a long week!” exclaimed the children.
“I thought this day would never end,” said the old lady.
(Add student examples from brainstorming, as well as examples from authors)

Type of Closure: Wondering
Rhetorical Question
Examples:
Do you think this story had a happy ending? Wait until the sequel is published.
You think it’s all over? A new story is probably on its way.
What about the bad guys? Do you think they need to tell their story?
Do you really think this is the end?
(Add student examples from brainstorming, as well as authors’ examples)
Georgia Performance Standards Framework for English Language Arts-Third Grade

Materials: Chart Paper, Markers, Books/Examples  
Equipment: Easel/Chart Stand

Differentiation for Content, Procedures, and Process

Content: All students are taught the element of the Narrative Genre Standard. All students will write a piece of narrative writing that includes one of the strategies for closure.

Procedures: The students will be at many different levels in their writing expertise. Some will be able to draft with little assistance; some will need your help with finding a topic, way to begin/end, etc. Go to the most struggling students first to offer support. Create small group conferences with those who have similar needs. Teachers should conference with those individual students who cannot get started writing (day after day). It might mean they need to create a story web or simply draw a picture before they are capable of drafting. It might mean you check on them everyday while you check with others once every week or once every two weeks.

Process: Our goal is for all students to write a narrative piece using a strategy for closure. The writing can look different depending on the level of the student. The goal is to move all students forward as writers.

All of the students receive the same instruction. Some need more one-on-one conferencing, and the supportive tasks may look somewhat different. All students should move and grow as writers; however the process and performance may look quite different depending on their prior experience, background knowledge, and skill level.
The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts – 4th GRADE

Grade: Fourth
Title: Is Conflict Important?
Task Annotation: Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Fourth graders write daily in order to maximize and formalize their writing skills. Students communicate their personal voices in writing, expressing ideas through journals, notes, and e-mail. Students are aware of the connections between reading and writing, and they begin to use reading and writing strategies interchangeably. These students are ready for opportunities to discuss books and to expand their vocabularies for deeper comprehension of texts. They understand and articulate how authors use a variety of techniques and craft in their writing, and they show evidence of the author’s craft in their own writing. Understanding the three types of conflict that authors use and recognizing these types of conflict is essential to fourth graders’ recognition that all good narrative writing contains conflict.

Duration of Performance Task
Four to five class periods.

Focus Standard and Element(s)
ELA4W2 The student produces a narrative that:
b. Establishes a plot, setting, and conflict, and/or the significance of events.

Complementary Standard(s) and Element(s)
ELA4W2 The student produces a narrative that:
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.

Procedures and Directions for Instructional Task:
Part I: Opening/ Minilesson
1. Day One: The teacher will ask the class, “When you are reading a story, what is it that authors do that makes you want to turn the page?” Next, the teacher will conduct a short sharing time in which the students actively volunteer reasons why they get involved with a story and can’t wait to turn the page. The teacher will make a list of these items on chart paper, the board, etc.
2. The teacher will next ask the students the following questions: “Is there often a ‘bad guy’ in a story—someone you may not like or agree with? Do authors let the characters in their stories ever have problems with other characters, with nature, or even sometimes with themselves?” Following these questions, the students will volunteer examples of these events occurring in books they have read.
3. The teacher will now identify these events as examples of conflict. The teacher will list the three types of conflict that occurs in narrative writing (person vs. person, person vs. nature, and person vs. self).
4. For day one, the teacher will define the conflict person vs. person. The teacher will explain that this type of conflict occurs when a character is trying to achieve a goal while another character is trying to prevent this from happening. Conflict is the result. The teacher will next
Georgia Performance Standards Framework for English Language Arts – 4th GRADE

ask the students to think of examples of person vs. person conflict that was evident in a recently read class novel.

Part II: Student work time

1. Students will make lists of examples of person vs. person conflicts in the selected novel. They will share these lists with other students in their group.
2. Next, students will list three examples of this conflict using another novel which they have read.
3. Finally, students will analyze a previous written narrative from their writing and try to locate an example of this type of conflict.
4. Students will revise their narrative piece to add the element of conflict involving person vs. person.

Part III: Closing/sharing

1. Students will share with the class examples of person vs. person conflict that they discovered in the chosen class novel as well as examples discovered in books they have recently read.
2. Students will share examples of conflict person vs. person from their own writing or examples of how they revised a narrative piece to add this type of conflict.
3. The activity for the day will culminate in a whole class format wherein the teacher lists common examples of conflict discovered in the class novel as well as class writings.

****(Day Two for this instructional task will involve time devoted to the definition and analysis of the type of conflict person vs. nature (character is fighting the forces of nature). Following the previous day’s lesson, the students will look specifically at this type of conflict in the same way they discovered examples of the conflict person vs. person. Day Three will follow the same guidelines with the exception of using the third type of conflict, person vs. self (character is battling with personal, inner emotions). Day Four will be the culmination of the activity and will involve that the students begin a new narrative in which they focus on at least one type of conflict.

Materials and Equipment
Students’ writing folders or portfolios
Chart paper or board
Copies of novels or short stories

Differentiated Instruction:

1. After the completion of the new narratives, the students will choose one narrative written by a classmate and take on the point of view of one of the characters. The student will then revise the narrative to include another type of conflict not previously used.
2. The student will choose to read a play and write an analysis of the types of conflict used in the play.
3. The student will view the television news and list all of the examples of conflict discussed during one episode.
4. The student will write a narrative in which the main character experiences all three types of conflict.
Georgia Performance Standards Framework for English Language Arts – 5th GRADE

Teaching Activity/Instructional Task

INTRODUCTION:

Unit Development Title (if associated with unit/genre): Narrative Writing

Teaching Activity Title: A Character with Character

Teaching Activity Annotation: This activity will provide teachers with specific strategies for guiding students through the process of character development in narrative writing. During or after the reading of a novel, the students will be challenged to create a new character for the story. The new character should be directly involved in the action of the story. The students will choose a major event in the novel and insert their new character into this scene. Actions of the character along with character traits and conversation with other characters will be included.

Grade(s): Fifth
Subject: Language Arts/Writing  Topic: Developing complex characters
Author: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, and Lilli O’Connor Drawdy

Standards
Focus Standard/Element(s):

ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a narrative that:
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
c. Creates an organizing structure.
d. Includes sensory details and concrete language to develop plot and character.
e. Excludes extraneous details and inconsistencies.
f. Develops complex characters through actions describing the motivation of characters and character conversation.
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.

Complementary Standard/Element(s):
ELA5W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student
a. Plans and drafts independently and resourcefully.
Georgia Performance Standards Framework for English Language Arts - 5th GRADE

b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
c. Edits to correct errors in spelling, punctuation, etc.

ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).

f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).

g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

a. Initiates new topics in addition to responding to adult-initiated topics.
b. Asks relevant questions.
c. Responds to questions with appropriate information.
d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., "What if..."); "Very likely..."); "I'm unsure whether...").
e. Confirms understanding by paraphrasing the adult's directions or suggestions.
f. Displays appropriate turn-taking behaviors.
g. Actively solicits another person's comments or opinions.
h. Offers own opinion forcefully without domineering.
i. Responds appropriately to comments and questions.
j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
k. Gives reasons in support of opinions expressed.
l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

Learning Goal(s):
Fifth grade writers will develop complex characters.

Essential Questions, Knowledge, and Skills:
How do writers create characters for the stories they write?
After a writer has decided on an idea for a character, how does the author communicate information about that character to the readers?
Georgia Performance Standards Framework for English Language Arts- 5th GRADE

The Tasks

Task 1: Introduce and define antagonist and protagonist. Define characterization (the way an author develops a character.) Students will identify characterization by focusing on (1) the physical appearance (outside characteristics) and personality (inside characteristics) of the character; (2) speech, thoughts, feelings, and actions of character; (3) interactions with other characters; and (4) direct comments by the author about the character. Using a familiar book that the class has already read(e.g., Tuck Everlasting, Bridge to Terabithia, Holes), the students will assume the role of one of the literary characters. The class will create questions for the host (teacher or another student) to ask. The teacher will help the students prepare for the interview by reviewing the story and choosing character traits that need to be highlighted. Within the classroom, the students and teacher will have created beforehand a make-shift set, and students may be videotaped as they are interviewed. It will be the task of the audience to decide which character the person being interviewed is based on the questions and information received from the interview.

Task 2: The students will create a web in the form of a graphic organizer upon which they will brainstorm all of the “inside” and “outside” characteristics of a chosen character in a novel. The students should lift the language of the writing by incorporating adjectives that effectively describe the character. Once the graphic organizer is complete, the students will write a character description, following all of the rules of correct grammar and punctuation. The writings will be displayed, and a matching or “guess who” game could be played based on the descriptions of the characters.

Task 3: Upon the completion of a classroom novel, the students will create a new character that will become an active character in the novel. The students will choose a major event in the novel and insert their new character. The actions of the character will be detailed through the use of descriptive language and dialogue. The students will share their new characters with the class.

Balanced Assessment for Learning:

Assessment Method: One-on-one conferencing with students to determine:

- a. If the student has decided on a topic
- b. What the most important moment could be
- c. If the prewriting (graphic organizer) has given the writer a road map for drafting
- d. If the draft tells a complete story
- e. If the student knows how to make changes (revise) to make the story better
- f. If the student has tried to correct mechanical errors
- g. If the student is ready to write a final published piece

Assessment Method/Type: Informal/Formal

Assessment Title:

Conferencing

Description/Directions: Teachers need to check in on each individual writer while the other students are writing independently, rereading their stories, looking in books for ideas, generating a new list of ideas, revising, editing, or publishing their piece of writing.
Georgia Performance Standards Framework for English Language Arts- 5th GRADE

Student work samples (optional):

Procedures, Directions, and Resources:

Type of step:
Differentiation:

1. Distribute copies of other books with simple stories for students to read and experiment with character descriptions. Make certain that students can read the books independently. This provides students with the opportunity to practice.
2. The students may be given a speech or a monologue to act out in front of the class.
3. Students will be asked to create a new character who is an antagonist and support this choice with reasons.
4. Students will be asked to create a new character who is a protagonist and support this choice with reasons.
5. Students will illustrate their new characters.
6. Students will create a comic strip of the characters in the novel.
7. Students will take the words of a speech or a monologue and re-write it to music. The personality shown in the presentation will be that of the speaker.

Modifications/accommodations:

1. Allow the students to use a dictionary to define protagonist, antagonist, and characterization.
2. Allow students to use index cards to write the character traits in order to answer interview questions effectively.
3. Allow extra time for students to complete the activities.
4. Allow two students to work together to develop task #3.

Monitor the room and talk to students. Ask those who have found examples if they might share with the class.

Be certain to give the students time to work on their writing each day. Having students read texts to notice how published authors generate ideas is a part of the writing process.

Close the Lesson

Have students share with the class their writings. Have them tell why they chose the character they chose. Display the students work.
The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

**Georgia Performance Standards Task for English Language Arts – GRADE Kindergarten**

**Grade:** Kindergarten

**Title:** Author Attribute Chart

**Task Annotation:**

This lesson format is to be used during reading instruction. The emphasis of the lessons is on identifying critical narrative elements in a read aloud and using some comprehension strategies (making text-to-self connections and questioning) to better understand the text.

**Focus Standard/Element:**

**ELAKW2** The student writes a response to literature that:

b. Makes connections: text-to-self, text-to-text, text-to-world

**Complementary Standard(s)/Element(s):**

**ELAKR6** The student gains meaning from orally presented text. The student

b. Makes predictions from pictures and titles.

c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text.

d. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.

e. Connects life experiences to read-aloud text.

**Essential Questions:**

What are characters/plot/setting/problem/solution?

What is a text-to-self connection?

How does asking questions help one to better understand a book?

**Knowledge:**

Definition of characters/plot/setting/problem/solution

A text-to-self connection is made when a book reminds someone of something he/she already knows

**Skills:**
Georgia Performance Standards Task for English Language Arts – GRADE Kindergarten

Identify the characters/plot/setting/problem/solution in a read aloud

Make deep, meaningful text-to-self connections with a read aloud

Ask deep, meaningful questions of a read aloud

Circumstance of Assignment:

Your instruction should take between 10- 20 minutes.

The Task Directions:

Special Notes:
The lessons detailed in this template center on quality children’s literature. Be sure to think about your students when planning the author that you will study and the read alouds for your lessons. What books have they enjoyed over the course of the school year? Is there a particular author that they know/like? The choice of quality children’s literature is a critical one. Choose your books wisely. Take a moment to look at the list of optional of read alouds and list of possible authors to study (found in the unit builder). You may want to use these lists as a starting point for planning the literature that you will use.

~The lessons in this template center on an in-depth study of an author. Through this author study, students will identify narrative elements and learn how to refine their reading comprehension by making text-to-self connections and asking questions.

~The headings listed on the sample Author Attribute Chart are optional. Feel free to add and/or delete headings. You may also find that your students are ready to learn how to make other types of connections (text-to-text and text-to-world) besides text-to-self.

Prior to the Lesson:
Make an Author Attribute Chart out of butcher paper. A sample chart is uploaded in this template.

Lessons:
Introduce the author that you will be studying to the class. Briefly give the students some background information about the author.

Introduce the Author Attribute Chart to the class, and tell them that you are going to work on completing the chart for the books that you read by the author you are
Georgia Performance Standards Task for English Language Arts – GRADE Kindergarten

studying.

Choose one book to read to the students, pausing at pivotal places to make text-to-self connections to the book. *(For more instruction in teaching children how to make meaningful text-to-self connections, see the Making Connections lesson in the Teaching Activity Template of the Unit Builder.)*

On the next day, complete the attribute chart around the book that was read on the previous day. *(Do not complete the “questions” portion of the attribute chart yet. You may wait to do this when you feel like your students are able to make deep, meaningful text-to-self connections, as this is another comprehension strategy that they may be taught. Again, it is optional.)*

Repeat this cycle with other books by the same author.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Characters</th>
<th>Setting</th>
<th>Plot</th>
<th>Problem</th>
<th>Solution</th>
<th>Text-to-Self Connections</th>
<th>Questions</th>
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Differentiation of Instruction

Readiness

No recommendations at this time. This lesson is an on-going instructional strategy that should allow all students to develop a sense of the author, his/her purpose and strategies.
The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

**Georgia Performance Standards Task for English Language Arts — GRADE 1**

**Grade:** First

**Title:** Writing a Plausible Claim About Characters

**Task Annotation:**
Writing a plausible claim is part of a response to literature. The teacher will explicitly teach how to make a claim and support the claim by the read aloud/think aloud strategy. Students then will use a graphic organizer to practice making plausible claims and providing support with evidence from the text. Students will write plausible claims to include in their responses to literature.

**Duration of Performance Task**

Two or three class periods

**Focus Standard:**

ELA1W2 The student produces a response to literature that:

a. Captures a reader’s interest by stating a position/opinion about a text.

**Complementary Standards:**

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

a. Reads and listens to a variety of texts for information and pleasure.

b. Asks and answers questions about essential narrative elements (e.g., beginning middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.

c. Retells stories read independently or with a partner.

d. Makes connections between texts and/or personal experiences.

e. Identifies word parts to determine meanings.

ELA1W1 The student begins to demonstrate competency in the writing process. The student

f. Writes in complete sentences with correct subject-verb agreement.

g. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).

**Task and Assessment Procedures and Resources**

1. The teacher will read aloud a piece of literature.

2. After reading the book the teacher will model how to make a plausible claim.

For example, the teacher reads *The Giving Tree* by Shel Silverstein. After reading, she models her
thinking aloud. She may say, “I believe the boy was selfish.” She will write that in the center of the chart. See attachment.

Next, she may say, “I can show you in the book where he was selfish.”

“Here he took the tree’s apples, but he stayed away.”
“Here’s another place, He took the tree’s branches to build a house, but he stayed away from the tree.”
“He continued to take things from the tree and never gave anything back to the tree.”
Add the statements to the web. See attachment.

Next, she will ask students to turn to a partner and make a plausible claim about the tree. Allow students just a few minutes to share. Ask a pair to share. Once they share, begin to create a web with their claim. In the book, The Giving Tree, there are only two characters—so the students will likely say that the Tree was unselfish. Then ask the students to turn to their partner and remember at least one place in the text that supports the claim. After a few minutes, allow pairs to share and add to the web.

3. Students will now read their independent reader and complete the plausible claim web.

*Some students may need scaffolding. They may need to work in a guided reading group on this topic.

4. The teacher will model how to add a plausible claim from the text and offer support to their summaries.
Create a chart and post for students to reference.

5. Students will add plausible claims to their summaries.

Materials and Equipment

Examples of quality literature
chart paper/ or overhead

Differentiated Instruction

1. Provide simple graphic organizers. Pair a visual icon or representation with each key word that you are having the students focus on.

2. Reteach to small groups as needed.

3. Have students work in pairs.
Other steps are supportive to students at all levels.
Writing Plausible Claims

Name __________________________
Title of the Book __________________________
Author __________________________

☐ Claim
☐ Support

Write a statement including the claim and the support.

_____________________________
_____________________________
_____________________________
Georgia Performance Standards Task for English Language Arts – GRADE 2

Grade: Second

Title: Revisiting Text For Better Understanding

Task Annotation:
This teaching activity was created to teach second grade students how to revisit the books that we read to gain a deeper understanding of the story elements.

Duration of Performance Task
One or Two Days

Focus Standard(s)/Element(s):
ELA2W2 b. Demonstrates understanding of the text and expresses and supports an opinion.

Complementary Standard(s)/Element(s):
ELA2R4 a: Reads a variety of texts for information and pleasure.

ELA2R4 l: Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.

What are the Essential Questions, Knowledge, and Skills associated with this Teaching Activity

Learning Goals for Revisiting Text:
1. Why should we reread books after we have already read them?
2. How can we add even more meaning to our Response to Literature pieces?
3. How can revisiting our favorite books make us better readers?

Task and Assessment Procedures and Resources

Modeling:

Note:
The basic idea of this teaching activity is to encourage students that is okay to reread books several times for deeper meaning. This activity can be taught to the whole group or within student/teacher conferences. (Please see the Balanced Assessment Section for directions on teaching this activity within a conference.)

Step One:
The teacher may notice during the process of writing the Response to Literature pieces, that several students are not writing the correct information about the story elements or that they just simply need to
add more meaning in their responses. Many times students think that when they have read a book one time, that they never need to revisit the book for deeper meaning or enjoyment. This activity will hopefully teach the students the importance of reading books more than one time.

Step Two:

The teacher may want to choose a book that he/she read to teach a story element or to make a connection. Often students and teachers will have favorite books that they really enjoyed during the read-a-loud experience. The teacher needs to pick that book back up and talk about why he/she needs to read the book again. The teacher may also want to have a response ready on chart paper about the book so that he/she can model revising their response for deeper meaning.

Step Three:

After the teacher has reread the book, he/she can turn to the response that has been written on chart paper. The teacher may need to "think out loud" to model how to make decisions on adding meaning to the response. The following are ideas or examples of ways that a student can add meaning to their work:

- Add a quote from the book
- Add or develop more details to better express a story element
- Add more meaning to the connection to show a deeper understanding of the story

Step Four:

Before the students go back to write, encourage the students to reread their responses. Encourage the students to look back in the book that they are responding to to add more meaning to their responses.

Step Five: At the end of the writing time, have a few students share how they added meaning to their responses. The teacher may want to celebrate their success and hopefully that excitement will be contagious for all of the students.

Balanced Assessment: Student/Teacher Conferences

1. During a writing conference, the teacher may feel that a student needs to go back and read a book to add more meaning or details to their Response to Literature. The student may have some events or details incorrect or may not have expressed a deep understanding of the story elements or meaning. The teacher may think that the students need to spend more time revisiting text.

2. When the student comes to the conference area, the teacher may need to ask the student to bring his/her writing folder and the book that he/she has responded to. After reading the response, the teacher may ask the student to open his/her book and reread parts of the book that may assist the student to revise their response with correct or more detailed information.

3. After the student has read the part of the book, the teacher may then need to probe the student to check for understanding. Questions that the teacher may want to ask are:

"What was the problem in this story?"
"How did that make the character feel?"
"How was the problem resolved?"
"What do you think about that?"
"Does this story remind you of anything in your life?"

4. After the student and teacher has this conversation, the teacher may want to guide the student in making a goal. (The teacher may want to set just one goal, to insure that the student is successful.) Examples of goals may be:

   a. Add more details about the problem in the response.
   b. Include the setting
   c. Add how the problem was solved
   d. etc... (the goals need to be related to the elements or strategies being taught about the standard)

5. The teacher may want to document what was said during the conference so that in a week or a couple of days, he/she can go back to see if the student has met their goal. The notes may also assist the teacher in making instructional decisions for future weeks.

**Materials and Equipment**

The following materials are EXAMPLES only:

1. The teacher may need to choose a selection of core books to teach the elements of the Response to Literature Standard.
2. Chart paper
3. Markers

**Differentiated Instruction**

Step One:
Teaching students to read texts or passages more than one time is a critical skill. As the students move from second grade into third, they will be required to read content area texts (science and social studies, etc.). Please encourage students to reread, especially students with language or processing delays.

Step Two:
Before reading the book again, have the students pair and share what they remember about the story. Record their thoughts on chart paper - all contributions are welcome.

After reading the book again, ask the students if there are corrections, deletions, or additions that need to be made to what they had recorded before, pointing out that by rereading, we have a better understanding of what we read.

Other steps are supportive to students at all levels.
The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Task for English Language Arts – GRADE 3

Grade: Third
Title: Determining Theme

Task Annotation:
Students will display competency in determining the theme(s) of a book. While reading books, students determine important parts of the book. Then using their schema, students figure out what the big idea or message is that the author is trying to convey. Students will discuss the theme of the book they are reading in their response to literature.

Focus Standard(s)/Element(s):
ELA3W2 The student produces a response to literature that:
b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.

Complementary Standard(s)/Element(s):
ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student:
c. Generates questions to improve comprehension.
j. Identifies and infers main idea and supporting details.
n. Identifies the basic elements of a variety of genres (fiction, nonfiction, drama, and poetry).

ELA3W1 The student demonstrates competency in the writing process. The student:
c. Writes text of a length appropriate to address the topic or tell the story.
k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.
m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.

What are the Essential Questions, Knowledge and Skills:
A response to literature is more than just a plot summary.
A response to literature must include determining the theme.
Theme is the big or central idea of the book. Theme is the message the author is trying to convey to the reader.

Procedures, Directions, and Resources: Modeling
Length of Activity: Several class periods until the students are able to make meaningful connections independently.

Description of the Steps:
Lesson Model 1:
The teacher shows students the “schema” poster located in the sequence of instruction for Repsonse to Literature. The teacher explains that schema is all the stuff that is already in our heads. We know about things we’ve learned from traveling, books we’ve read, relationships, etc. The teacher models using his/her schema to discuss the different reasons why authors write: to entertain, to inform, to persuade, and to share a moment in time. Authors also write to convey a message or a theme in their books. The teacher explains that the class is going to determine the author’s message or theme in the book they are reading. The teacher chooses a good children’s picture book. The teacher has students share their prior knowledge (schema) about the subject of the book he/she is about to read and discusses briefly. As the teacher reads the book, he/she thinks aloud specific quotes or repeated lines in the book. (The teacher has read the book and determined the pivotal points before conducting the read aloud.) The teacher models using his/her...
schema to make connections, predictions, and then to determine the message he/she thinks the author is conveying. This is the theme of the book.

Lesson Model 2:
Teacher chooses a mentor text to read aloud to the students. After reading the book, the teacher defines theme as the “central idea of a story or book.” The teacher then explores the possibilities of the theme of the book by creating an attribute chart which asks the following questions: Why was this story written? What is the author trying to say or teach? What is the author trying to get the reader to think about? The teacher and the students think aloud using their schema to determine the answers to the questions.

Lesson Model 3:
The teacher chooses a book to read aloud to the students. While the teacher reads the book, the students watch how the teacher thinks about the events in the story. The teacher explains that he/she will be looking for big ideas or themes that are central to the story, and the message the author wants the reader to get from reading the book. As the teacher reads the book and comes to big ideas (predetermined from teacher having read the book before hand), the teacher models filling out a T chart. One side of the T chart says “What is Happening in the Text?” the other side says “What is the “big idea” or theme here?” The teacher and the students use their schema to determine the big idea or theme of the book.

<table>
<thead>
<tr>
<th>Book and Author:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions: Why was the book/story written? What is the author trying to say or teach? What is the author trying to get the reader to think about?</td>
</tr>
<tr>
<td>Answers to Questions:</td>
</tr>
<tr>
<td>Theme:</td>
</tr>
</tbody>
</table>
Georgia Performance Standards Task for English Language Arts – GRADE 3

<table>
<thead>
<tr>
<th>What is Happening in the Text?</th>
<th>What is the &quot;big idea&quot; or theme here?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Materials and Equipment**
Chart Paper & Markers
Good Children's books for read alouds - see notes and reflections section of response to literature unit for a list of sample books.
Graphic organizers from this task copied and charted for students.

**Differentiation of Instruction**
1. Allow students to "pair and share" where by neighboring students turn to each other and each explain the concept/idea or discuss the topic and then one partners shares aloud.
2. Implement small group instruction and guided practice as needed.
3. Model, model, and model some more.
4. Allow students to model strategy for you.

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
Response To Literature Unit • GRADE 3 • Determining Theme Task
August, 2007 • Page 3 of 3
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The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Task for English Language Arts – GRADE 4

**Grade:** Fourth

**Title:** Debate as a Response to Literature

**Contributed by:** Denise Taylor, Cynthia Allen-Golden, Terry Erbesfield, Christine Parker, Julia Brackett, Tracy Gutierrez

**Task Annotation:** Students will listen to a debate concerning the Constitutional Convention, and then they will respond to the debate by deciding which side of the debate had the stronger argument. In their response, they will tell which side they preferred and why.

**Focus Standard(s)/Element(s):**

**ELA4W2** The student produces a response to literature that:

b. Advances a judgment that is interpretive, evaluative, or reflective.

c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.

**Complementary Standard(s)/Element(s):**

**ELA4LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student:

c. Responds to questions with appropriate information.

k. Gives reasons in support of opinions expressed.

**What are the Essential Questions, Knowledge and Skills:**

**Essential Questions:**

How does a person read with expression?

How do you actively listen?

How do you think critically?

How do you write using a different person’s point of view?

How do you choose an opinion/position and support your opinion/position with reasons?

**Knowledge:**

Reader’s Theater

Debate
Intonation
Drama
Expression
Opinion
Position
Fact
Emotions/Feelings
Skills:
How to read expressively
How to think critically
How to choose a position
How to support a position with reasons

Procedures, Directions, and Resources:

Length of Task/Activity: One or two days until the students are able listen to the debate and then respond by taking a side and supporting their opinion.

Description of the Steps:

Minilesson/Opening: Before the lesson, the teacher should access The Constitutional Convention: What the Founding Fathers Said,” by going to Google and doing a search, or by typing the following URL address: http://edsitement.nehgov/view_lesson_plan.asp?id=402. The teacher should then scroll down to where there is a link to “Handout for the Script: Madison Debates for May 31, 1787.” This suggested Read Aloud is in the form of Readers’ Theater and is read as a debate. This debate about the 1787 Constitutional Convention has a direct integrated connection to the GPS Social Studies Standards (SS4H5).

The teacher gives some background about the debate to develop students’ awareness and knowledge. For instance, he/she discusses with the students the main issue in the debate (whether or not members of the “larger” branch of the legislature—now known as the House of Representatives, should be elected directly by the people.) Other points should be stressed, such as Mr. Sherman’s comment in the debate that he opposed the election by people, insisting that “it ought to be by the State Legislatures. The people should have as little to do as may be about the Constitution.”
Georgia Performance Standards Task for English Language Arts – GRADE 4

The teacher should also talk about how to read with an expressive voice. The effective reading of the debate could be modeled by good readers in the classroom or by inviting in guest adult readers. The teacher may review reading expressively by briefly modeling.

The teacher should also remind students about the importance of actively listening and thinking critically thinking. By doing so, they will be better able to choose a position/opinion about a topic and support their position/opinion with reasons. The teacher may briefly review this by showing a chart/organizer displaying a position/opinion with reasons underneath.

The students will then actually listen to the read aloud of the debate.

**Worktime:** After students are finished listening to the debate, they will share their opinions/positions on the issue as if they were participants at the convention. Students will given the task of writing a response about which speaker in the debate had the stronger presentation. The students will be reminded to develop a clear response using examples from the debate to support their position/opinion. The students will also include his/her reasoning for liking or disliking one speaker over another.

**Closing:** Students will share their responses with the rest of the class. The teacher and students will listen to see if the writer included reasons to support his/her position/opinion. As the student reads his/her response, other students and the teacher will determine if the reader used expression/intonation and a clear, audible speaking voice. The teacher should also review and summarize the lesson.

**Assessment:** The teacher may use informal assessment (such as a teacher checklist of student expectations for the written response and oral reading of the response). The teacher may do informal conferencing with individual students or small groups during the worktime to see if students are progressing with the expectations for the task activity. Feedback will be given to students during this time and during the closing in order for the students to improve their work.

**Differentiation:**

Set up a listening center with the debate on tape and accompanying pictures of Madison, Franklin, etc. The teacher could also bring in a translator for the actual debate. Some questions that the teacher may want to ask children having difficulty with understanding are, “What is a debate?” and “What do kids argue about?” These examples could be placed on chart paper. The following are some questions that the teacher can use to check for understanding:

1) What is a debate?

2) Today our debate was about __________

3) What did Madison think?
Circumstances of the Assignment/Notes to Teachers:

This task could be arranged to correspond with the timing of instruction with the Social Studies Standard. The purpose is to give students a deeper understanding that reading, writing, speaking, listening, and viewing are not independent of each other, and each offers many ways to respond.

Materials and Equipment

The actual debate from the internet site

Chart paper

Markers
Georgia Performance Standards Framework for English Language Arts—5th GRADE

Grade: Fifth
Title: Dear Author (A Response to Literature)
Task Annotation: Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Fifth graders write daily in order to maximize and formalize their writing skills. Students communicate their personal voices in writing, expressing ideas through journals, notes, and e-mail. They understand and articulate how authors use a variety of techniques and craft in their writing, and they show evidence of the author’s craft in their own writing. Additionally, students are aware of the connections between reading and writing, and they use those skills to learn and understand more about their world and different cultures. Students continue to increase vocabulary knowledge through reading, word study, discussion, and content area study.

Duration of Performance Task
Two or three class periods

Focus Standard and Element
ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a response to literature that:
b. Advances a judgment that is interpretive, evaluative, or reflective.

Complementary Standard(s) and Element(s)
ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a response to literature that:
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
e. Excludes extraneous details and inappropriate information.
f. Provides a sense of closure to the writing.
g. Lifts the level of language using appropriate strategies including word choice

The student produces informational writing (e.g., report, procedures, correspondence) that:
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Develops a controlling idea that conveys a perspective on a subject.
c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
d. Includes appropriate facts and details.
e. Excludes extraneous details and inappropriate information.
f. Uses a range of appropriate strategies, such as providing facts and details,
Georgia Performance Standards Framework for English Language Arts – 5th GRADE

describing or analyzing the subject, and narrating a relevant anecdote.

Procedures and Directions for Instructional Task:

Part I: Opening/Mini lesson

1. The teacher will ask the class, “Have you ever read a book that you know you will remember for a very long time?” At this point, several students will be eager to share. A discussion will follow in which a few students will share their favorite books. Hopefully, this conversation will help less interested students be able to choose a novel. If not, these students will be directed to refer to a book previously read as a whole group activity.

2. The teacher will guide the students in choosing why they think the book will be remembered. A whole group conversation will follow.

3. Next, the teacher will ask the students, “If you could tell the author why you enjoyed his or her book, what would you say?” The teacher will then give examples of what he or she would tell the author about a book that the teacher considers a personal favorite. It is acceptable if this book is a lower level reading book/picture book. The teacher will model for the students using chart paper a list of the reasons he or she enjoyed the book. The students will then analyze the reasons the teacher listed. The choices for analysis will be the following:
   a. statements about how the writing connected to my real life,
   b. statements about how the writing was relevant to my world,
   c. statements which analyze the reasons the book is a favorite,
   d. statements which evaluate the connections the book has to my real life,
   e. statements which reflect judgments regarding references from the text,
   f. statements which interpret connections and judgments from the text.

Part II: Student work time

1. The students will choose one of the following options:
   a. Inform the author that you read his or her work by making a connection as to how the author impacted your life or how the book was relevant to your world.
   b. Make a statement (analytic, evaluative, reflective, or interpretive) to the author in which your letter defends your connections or judgments by providing clear, relevant references from the text.

2. Students should draft the letters following the appropriate format and organizational patterns for letter writing.

3. The students will receive ideas for revision during conferencing time with the teacher.

4. The revision process should include the following tasks:
   a. adding additional information that will enhance the reader’s understanding, and
   b. deleting information that deters the reader’s understanding.

5. Students will complete final copies of their letters.

Part III: Closing/sharing

1. Students’ letters will be shared with the class.
2. Opportunities for displaying the letters will be provided.
3. If appropriate, letters could be mailed to the authors.
4. The culminating activity will be the analysis of the letters as to each letter’s purpose. Using statements a through f from part I will guide the class in choosing appropriate categories for each letter.
Georgia Performance Standards Framework for English Language Arts – 5th GRADE

Materials and Equipment
A variety of quality novels
Paper, pen/pencil
Chart paper

Differentiated Instruction
1. After the completion of the letters, students may choose to read each other’s letters from the viewpoint of the author. After reading another student’s letter, the student will then write a response letter from the author’s viewpoint.
2. Students may complete a diary from the viewpoint of the author of the novel. Focus should be on what the author may have been thinking as he or she was writing the novel.
3. Write an epilogue for the novel in the form of a letter. The purpose of the letter should be to inform the readers about what happens after the story ends.
Five Essential Components of Comprehension

Teacher Modeling
- Explains the strategy
- Models how to effectively use the strategy
- Thinks aloud when reading to show thinking and strategy use

Guided Practice
- Purposefully guides a large-group conversation that engages students in a focused discussion that follows a line of thinking.
- Teacher and students practice the strategy together in a shared reading context reasoning through the text and co-constructing meaning through discussion.
- Scaffolds the students’ attempts and supports their thinking, giving specific feedback and making sure students understand the task.

Collaborative Practice
- Students share their thinking processes with each other during paired reading and small group conversations.
- Moves from group to group assessing and responding to students’ needs.

Independent Practice
- After working with the teacher and with other students, the students try practicing the strategy on their own.
- The students receive regular feedback from the teacher and other students.

Application of the Strategy in Authentic Reading Situations
- Students use the strategy in authentic reading situations. Students use the strategy in a variety of different genres, settings, contents, and disciplines (Fielding and Pearson, 1994; adapted by Harvey and Goudvis in 2005a)
Reading Instructional Task

Instructional Task Title: ____________________________________________________________

Grade: ______

Focus Standard and Element:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Complementary Standard(s) and Element(s)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Instructional Strategy: __________________________________________________________

Title of Text(s): ________________________________________________________________

Procedures and Directions for Instructional Task: (include teacher and student steps for lesson. Lesson should consist of the following: opening/minilesson, student work time, closing/sharing.)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Writing Instructional Task

Instructional Task Title: 

Grade: 

Focus Standard and Element: 

Complementary Standard(s) and Element(s) 

Instructional Strategy: 

Title of Text(s): 

Procedures and Directions for Instructional Task: (include teacher and student steps for lesson along with an example of writing modeled by the teacher. Lesson should consist of the following: opening/minilesson, student work time, closing/sharing.)
Suggested Writing Resources

Books:


Videos:

*When Students Write* (K-8)

*Talking About Writing* (3-5)

*In the Beginning: Young Writers Develop Independence* (K-2)

All of the above are by Fletcher, R. and Portalupi, J.

*Inside the Writing Traits Classroom* (K-2) by Ruth Culham (Scholastic)