Big Idea:
- Writers understand that narrative writing tells a story, true or fictional, and is structured with specific, interwoven elements.

Enduring Understandings
- Fictional stories often develop out of the moments and issues of the author’s life
- Characters are the heart and soul of fiction
- Powerful stories are grounded in a sense of place
- Solutions/resolutions tie up loose ends, and/or answers questions, and/or resolves the unresolved difficulties, and/or and brings home the story’s meaning.
- Quality writing is impacted by the revisions writers make throughout the crafting of their fictional story.
- What we have learned through revision can be used in planning and drafting as well

Possible Essential Questions
- Is there a story in the tiny details or big issues of my life?
- How have I used what I have learned before as a writer today?
- How is the storyline developed through an intersection of the character’s motivations and obstacles?
- How can I use fiction writing to reveal the truest and deepest part of myself?
Standards

<table>
<thead>
<tr>
<th>Standards</th>
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| **Colorado Academic Standards**  
  [http://www.cde.state.co.us/scripts/allstandards/COSTandards.asp?glid=6&stid2=6&gid2=0](http://www.cde.state.co.us/scripts/allstandards/COSTandards.asp?glid=6&stid2=6&gid2=0) |

**Standard: 3. Writing and Composition**

**Concepts and skills students master:**

1. The recursive writing process is used to create a variety of literary genres for an intended audience

**Evidence Outcomes Students can:**

b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

   i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)
   
   ii. Choose planning strategies to support text structure and intended outcome
   
   iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)
   
   iv. Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)
   
   v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)
   
   vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)

**Concepts and skills students master:**

3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

**Evidence Outcomes Students can:**

a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

c. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)

d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose
e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)

g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)

**Standard: 4. Research and Reasoning**

**Concepts and skills students master:**
2. Identifying implications, concepts, and ideas enriches reasoning skills

**Evidence Outcomes**

**Students Can:**

a. Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior

b. State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)

c. Identify the key concepts and ideas they and others use

d. Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth

*See more detailed evidence outcomes by clicking the link below*
http://www.cde.state.co.us/scripts/allstandards/COSTandards.asp?glid=6&stid2=6&glid2=0

**Stages of the Writer**

**Connections:**

**21st century skills**

**Big Ideas/Enduring Understandings**

**Essential Questions**

**Learner Outcomes**

**Big Ideas:**

- Narrative writing tells a story, true or fictional, and is structured with specific, interwoven elements.
- Students use appropriate spelling, capitalization, grammar and punctuation when writing so that their audience can read it.

**Enduring Understandings:**

- Writers know fictional stories often develop out of the moments and issues of the author’s life
- Writers know characters are the heart and soul of fiction
- Writers know powerful stories are grounded in a sense of place
- Writers know that solutions/resolutions tie up loose ends, and/or answers questions, and/or resolves the unresolved difficulties, and/or and brings home the story’s meaning.
- Writers know quality writing is impacted by the revisions writers make throughout the crafting of their fictional story.
- Writers know what we have learned through revision can be used in planning and drafting as well
### Narrative Unit of Study: Realistic Fiction

4th Grade

<table>
<thead>
<tr>
<th>Essential Questions:</th>
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<tbody>
<tr>
<td>Is there a story in the tiny details or big issues of my life?</td>
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<tr>
<td>How have I used what I have learned before as a writer today?</td>
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<td>How is the storyline developed through an intersection of the character’s motivations and obstacles?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Outcomes:</th>
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</thead>
<tbody>
<tr>
<td>Writers use tools previously learned through revision as they plan and draft</td>
</tr>
<tr>
<td>Writers choose planning strategies to support writing for various purposes</td>
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<tr>
<td>Writers revise writing to advance the story’s meaning using precise language, images and sensory details</td>
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</tbody>
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<tr>
<th>Assessment: Assessment For and Of Learning</th>
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<tbody>
<tr>
<td>Formative assessment in the writer’s workshop is ongoing, based on the Teaching/Learning Cycle, and supports decision-making in standards-based education.</td>
</tr>
<tr>
<td>Throughout the workshop there are opportunities to gather formative assessment data that show growth toward and movement beyond the standards. Regular monitoring is essential within a standards-based educational system.</td>
</tr>
</tbody>
</table>

**Students’ self assessment**

Teachers use student self-assessment information in order to reflect on student learning and inform teacher instruction. Students ask themselves questions and confer with each other throughout the writing process.

**Monitoring:**

Teachers maintain a daily monitoring system in order to build a growing body of evidence about each student’s growth as a writer. Teachers use the monitoring notes to develop instructional next steps in conjunction with the writing stages, grade level planning, standards and pacing guides. Teachers’ monitoring system includes:

- Collecting information about student reading and writing behaviors on a regular basis.
- Monitoring students’ independent practice to see how they are taking on the learning from whole group and small group instruction.
- Monitoring student conversations to see how they are using talk to enhance, clarify, revise and/or extend meaning in writing.
- Supporting students through monitoring the goals they set.

**Conferring**

- Monitor student learning along the *Stages of a Writer* and discuss observations with the student.
- Monitor student application and accountability for new learning.
## Narrative Unit of Study: Realistic Fiction
### 4th Grade

<table>
<thead>
<tr>
<th>Planning for Instruction:</th>
<th>Process Outcomes</th>
<th>Audience/Purpose</th>
<th>Product Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>Forming Intentions</td>
<td>Writers will:</td>
<td>Writers will:</td>
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<tr>
<td></td>
<td></td>
<td>Get ideas for writing by paying attention to the moments and issues in my own life</td>
<td>Structure story around a character with specific traits and wants who ends up struggling until there is some resolution</td>
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<tr>
<td></td>
<td></td>
<td>Get ideas for writing by thinking of books I wish existed</td>
<td>Ensure stories revolve around everyday life events</td>
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<td></td>
<td></td>
<td>Rehearse their story idea by writing about believable characters</td>
<td>Have well-developed characters with believable plots</td>
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<td></td>
<td></td>
<td>Determine what the character wants and what keeps him or her from getting what he or she wants (motivations and struggles)</td>
<td>Include characters who have external and internal features</td>
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<td></td>
<td></td>
<td>Use a story mountain plan to develop and organize scenes (with a beginning, middle, and end) that resolve the unresolved difficulties and bring home the story’s meaning</td>
<td>Ensure character’s self image, attitudes, feelings, struggles, and actions are well developed</td>
</tr>
<tr>
<td></td>
<td>Audience/Purpose</td>
<td>Write and speak for various audiences and purposes</td>
<td>Ensure scenes represent turning points for the main character</td>
</tr>
<tr>
<td></td>
<td>Writers will:</td>
<td>Drafting</td>
<td>Have a lead that draws the reader into the story</td>
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<tr>
<td></td>
<td></td>
<td>Writers will:</td>
<td>Ensure the plot is unfolded from a consistent point of view through showing, not summarizing</td>
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<td></td>
<td></td>
<td>Create a series of scenes that may begin with action or dialogue</td>
<td>Ensure setting grounds the action and characters</td>
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<tr>
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<td></td>
<td>Become the character as he/she writes in order to bring out the internal and external traits to develop the plot</td>
<td>Ensure endings are well connected to rest of story</td>
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<tr>
<td></td>
<td></td>
<td>Develop the setting to ground the character and the plot.</td>
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</tbody>
</table>
### Revision
**Writers will:**
- Use appropriate choice of words to communicate clearly.
- Reread to reaffirm and or adjust according to original writing intentions
- Rewrite parts of text as needed to create a fluid story that can be understood by others
- Share draft with others to receive feedback and make adjustments

### Proofreading
**Writers will:**
Check and correct writing based on learned grammatical structures, punctuation, capitalization, spelling, and complete sentences including:

### Publishing
**Writers will:**
- Prepare a legible error free final copy that reflects the form, purpose and audience of the piece
- Use a variety of media to publish own writing that enhances the reader’s understanding

### Outcomes
**Writers will:**
- Share published piece with intended audience and broader audience as appropriate
- Elicit feedback from intended audience
## Beginning Instruction & Supporting Independent Learners:

Students are expected to try on the focus of the demonstration and make decisions about when and how to use the new learning in their own writing. Periodically throughout this process, students and teacher notice and name the effects of the techniques, strategies, and habits they’ve been trying on.

### Whole Group Instruction:
**Modeled:**
Teachers engage in meaningful writing tasks to provide students with a model of what good writers do. The teacher demonstrates and “thinks aloud” through various aspects of the writing process.

**Shared:**
Teachers and students collaborate to compose a piece of text – discussing and negotiating topics, ideas, and word choices.

### Small Group Instruction:
Small group writing instruction is an opportunity to provide targeted instruction based on data that informs teachers.

- Group students by focusing on what students know to do as writers, selecting appropriate instructional approach and focus
- Monitor student learning using product and process outcomes as well as the stages of the writer; provide feedback to students
- Students use small group instruction to support independent work.

### Independent Practice:
Students need daily opportunities for independent writing

### Monitoring:
Teachers maintain a daily monitoring system to build a growing body of evidence about each student’s growth as a writer, and they use the monitoring notes to develop instructional next steps in conjunction with the stages of the writer and grade level planning and pacing guides.

- Collect information about students writing behaviors on a regular basis.
- Monitor students’ independent practice (See previous section) to see how they are taking on the learning from whole group and small group instruction
- Monitor student conversations to see how they are using talk to enhance, clarify, revise and/or extend understandings about writing

## References/Professional Resources:


