

INTRODUCTION TO THE UNIT DESIGN CURRICULUM

This curriculum is written for literacy coaches who have worked in the Noyce Foundation's Every Child a Reader and Writer initiative. The curriculum is intended for coaches (facilitators) to deliver to teachers who have a good understanding of Writing Workshop and who are interested in planning a unit of study in a structured, collaborative way. The curriculum refers to ECRW standards; however, facilitators should also be familiar with the California Standards in Reading, Writing, and Listening and Speaking and reference those standards which match the content being taught. This particular unit will allow teachers to produce a Narrative unit of study and is written for second through fifth grade classrooms. There is a very wide range across those grades and the facilitators should differentiate accordingly.

Facilitators of this training are asked to use the curriculum as a roadmap for their planning. There are a variety of ways in which the curriculum could be used (i.e. with a grade level team at one site, with different teams from several sites in one district, with many teams from many districts, etc.). However, it is assumed that teachers will be working together with grade level colleagues. It is the facilitator's decision how to modify the timing and activities to best meet the needs of the audience.

The curriculum is based on the theory of backwards planning, which has teachers analyze standards and student work, and then plan instruction accordingly. The first part of the curriculum is intended to build teachers' knowledge of the genre and to model minilessons that may be taught as students become immersed in the genre. The second part of the curriculum walks teachers through the writing process. The facilitator gives the teachers information about the particular stage of the process, then models minilessons as the teachers work as writers, and finally allows teachers time to plan teaching points for their classroom. Possible minilesson ideas are written for facilitators to share with teachers and/or to use when modeling. Throughout the curriculum, "anticipated questions from participants" are posed to the facilitators. These questions are commonly asked in Writing Workshop trainings and are meant to serve as an opportunity for the facilitator to discuss predictable problems in implementation.

This curriculum is intended to be taught in a two-day session which includes time for teachers to begin planning a 4-5 week unit of study. Following this session, teachers complete unit planning, teach the unit, take reflective teaching notes, and collect student work throughout the unit. Then the group reconvenes for a half-day session of reflection and future planning. During this follow-up session, the facilitator should plan to co-teach with a teacher leader from the group who can model how she reflects on her teaching and uses student work to plan instruction.

The success of any Writing Workshop unit of study is in part dependent upon the teacher's ability to integrate a Reading Workshop. The facilitator should be prepared to discuss the variety of ways teachers can do this, depending on their reading program. The facilitator should also be prepared to differentiate minilesson ideas and Touchstone Books depending on the teachers' grade level(s) and student populations.

OVERVIEW

Activity 1	
Purpose Building community and giving an overview of Unit Design	
Activity Welcome, introductions and Unit Design overview	
Approximate time	10 minutes
Facilitators: <ul style="list-style-type: none">• Welcome participants. Depending on the audience, determine how much time should be spent building community among the table groups and in the room as a whole.• Highlight the importance of the interrelationships of reading and writing—what we do in writing connects to what we do in reading.• Explain that teachers will experience the Unit Design training as writers and then think, “What does this look like at my grade level?”• Explain that their reading work will contain:<ul style="list-style-type: none">--Activities to build on teacher understanding of genre--Activities to replicate in the classroom• Explain that their writing work will contain:<ul style="list-style-type: none">--Instruction~modeling~experiencing~planning• Describe structure of Unit Design days:<ul style="list-style-type: none">-2 days to plan the unit—plan big ideas here and the minilessons back at the site-Teachers teach the unit in their classrooms-Importance of reflecting on and collecting student work throughout the unit-Half day to come together, share student work and reflect on the unit• Review handout: <i>Learning Outcomes (see Narrative 2-5 Appendix).</i>	

IMMERSION IN THE NARRATIVE GENRE

Activity 2	
Purpose Teachers will gain an understanding of immersion in Narrative writing.	
Activity Read Aloud and noticings chart	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Read aloud a Narrative book that is appropriate for the grade level of your audience and that you will be referring to throughout the day• When choosing the book to model from, consider the following questions:<ul style="list-style-type: none">-Is this book based on a small moment?-Is the length of this book appropriate for the grade level(s) of my audience?-Is this book written in 1st or 3rd person?-Are the characters animals or people?• Suggest books to use for the read aloud: <u>She Come Bringing Me That Little Baby Girl</u>, by Eloise Greenfield; (<i>see Narrative 2-5 Appendix for typed text</i>); <u>Shortcut</u>, by Donald Crews• Have participants establish “learning partners” or “talk partners”—someone you will be turning and talking to throughout our time together.• Ask the participants to respond as readers and chart those responses. “This book makes me think about...”• Explain that this is what we do with students—read the book for pleasure first outside of Writing Workshop.	

UNDERSTANDING THE GENRE

Activity 3	
Purpose Teachers will learn about the essential elements of the Personal Narrative genre.	
Activity Review Personal Narrative genre elements.	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Review handout: <i>Elements of Personal Narrative (see Narrative 2-5 Appendix)</i>• Discuss each element, using examples of books that are most likely familiar to the teachers. It is imperative that teachers of upper grade students have a deep understanding of the genre they are teaching and can model academic language within that genre. This is the opportunity for teachers to think about the Narrative genre in a way they may not have before.• Emphasize that this is part of the teacher’s work that is to be done <i>before</i> the unit begins; this is not an activity teachers would do with their classes.	

IMMERSION IN THE NARRATIVE GENRE

Activity 4	
Purpose Teachers will gain an understanding of Immersion in the Narrative genre.	
Activity Teachers will create another Noticings Chart.	
Approximate time	25 minutes
Facilitators <ul style="list-style-type: none">• Reread <u>She Come Bringin' Me That Little Baby Girl</u> (or whatever book you decided to use for this training) and hand out typed text.• Give the teachers a copy of the typed text so they may work with a partner to jot down what they notice about how the text is written.• Create a whole group noticings chart based on what the table groups discover.• From the noticings chart, create a definition of Personal Narrative similar to the one below... <div data-bbox="381 865 1193 1081" style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p>Personal Narratives: -are written in the 1st person -are based on meaningful stories from our lives -contain a plot -contain well-developed characters</p></div> <ul style="list-style-type: none">• Explain to the teachers the advantages and disadvantages of both co-constructing the definition with students and presenting students with the definition after they have done many noticings in many different books.	

BACKWARDS PLANNING A UNIT OF STUDY

Activity 5	
Purpose Teachers will receive an overview of backwards planning.	
Activity Explanation of Backwards Planning	
Approximate time	20 minutes*
Facilitators <ul style="list-style-type: none">• Review handout <i>Process for Planning Narrative Unit (see Narrative 2-5 Appendix)</i>.• Review handout for the <i>Unit Planning Grid (see Narrative 2-5 Appendix)</i>.• Provide a visual that closely matches the Unit Planning Grid so that you can model how to use the grid for the teachers (i.e. large butcher paper, erasable poster).• If possible, engage the participants in the planning conversation by asking them to bring their yearlong plans for Writing Workshop. Discuss with them the different units they are teaching, their school and district requirements, assessments, etc. The conversation will be different based on the number of people in the group, the variety of grade levels, and how many districts are represented.• Describe the planning grid and how it will be used throughout the Unit Design course as a way to document their planning. Teachers may want to write in the boxes, use post-its, etc. This is meant to be used as a helpful graphic organizer—not the “right way” to plan.	
*Depending on the amount of experience the participants have with Unit Design curriculum and backwards planning in general, decide how much information they need on the theory and practice of this kind of planning.	

UNDERSTANDING THE NARRATIVE GENRE

Activity 6	
Purpose	Teachers will understand the grade level expectations for Narrative writing.
Activity	Teachers will examine the ECRW Narrative Standards and the CA Standards.
Approximate time	5 minutes
Facilitators	<ul style="list-style-type: none">• Ask teachers to study the CA Standards and highlight any points in the reading, writing, and listening/speaking standards that are related to Narrative writing.• Ask teachers to turn and talk about the standards they are seeing. You will want to open the discussion to the whole group in order to clarify any questions that may arise (<i>see Narrative 2-5 Appendix for ECRW Narrative Standards</i>).

UNDERSTANDING THE NARRATIVE GENRE

Activity 7	
Purpose Teachers will understand grade level expectations for Narrative writing.	
Activity Analyze examples of student writing.	
Approximate time	20 minutes
Facilitators <ul style="list-style-type: none">• Refer to the ECRW Assessment Tools CD for a compilation of student writing and commentary as well as the collection of student writing you are familiar with in your own work. Choose pieces that are appropriate for your audience and that match what you are teaching.• Model how to analyze the student writing, asking yourself:<ul style="list-style-type: none">- What is the student doing well?- What is the student attempting?• Instruct each grade level to read the student writing, asking themselves the same questions.• Guide participants through the commentary that accompanies the student work, if available.• Share noticings as a whole group.	

SIGNIFICANCE IN NARRATIVE WRITING

Activity 8	
Purpose Instruction on “significance”. A predictable problem when teaching this genre is that student writing lacks obvious significance to the writer.	
Activity Give teachers instruction on this important element. Choose one or more activities below and order them in a way that will engage the audience.	
Approximate time	45 minutes
Facilitators <i>What writers say</i> <ul style="list-style-type: none">• Read aloud what authors say about significance in the writing world. One example is from <u>What a Writer Needs</u>, by Ralph Fletcher (<i>see Narrative 2-5 Appendix</i>).• Discuss a working definition of “significance” as it pertains to writing. <i>Children’s literature</i> <ul style="list-style-type: none">• Reread the Personal Narrative book you have chosen to work with.• Refer to the typed text.• Ask teachers to respond as a reader, not as a teacher, and follow along with the typed text, asking: Why might this story be important to this writer?• Refer to handout <i>Discovering Significance in Narratives...</i> (<i>see Narrative 2-5 Appendix</i>) and have teams discuss the book and its significance to the writer.• Remind teachers that there is not one way to correctly interpret a text (unless the author has in some way written about the significance of this book). <i>Standards</i> <ul style="list-style-type: none">• Reference the ECRW Narrative Standards (<i>see Narrative 2-5 Appendix</i>).• Tell them to read the grades before and after their own to see how the concept of significance develops throughout the grades. <i>Student work</i> <ul style="list-style-type: none">• Show examples of student work.• Think aloud: What are the strengths of this piece? How would teaching into significance help this piece of writing?• Ask teachers to read through their on-demand pieces and walk them through how to look for evidence of significance.• Consider sharing the possible ideas for improving the piece: student work did not reflect the meaning of the piece; student work showed an equal weighting of all events in the story; reader must infer the meaning of the piece.	

PLOT DEVELOPMENT IN NARRATIVE WRITING

Activity 9	
Purpose Instruction on “plot development”. Another predictable problem we have is that our student work contains confusing plot structures.	
Activity Give teachers instruction on this important element. Choose one or more activities below and order them in a way that will engage the audience.	
Approximate time	30 minutes
Facilitators <i>What writers say</i> <ul style="list-style-type: none">• Read aloud what authors say about plot in the writing world. One example is from <u>The Elements of Fiction Writing: PLOT</u>, Ansen Dibell (<i>see Narrative 2-5 Appendix</i>) <i>Children’s literature</i> <ul style="list-style-type: none">• Reread the Personal Narrative you have chosen to work with.• Refer to the typed text.• Instruct participants to plot out the story events on a piece of paper with a partner.• Model how to be specific about the events by offering the following questions for teachers to consider:<ul style="list-style-type: none">--What did the character DO?--What did the character SAY?--How did the character FEEL?--How did the author decide what to keep and what to omit?--How do the events reveal the significance of the text?--What possible details were left out of the story...why do you think that the writer made those decisions? <i>Standards</i> <ul style="list-style-type: none">• Reference the ECRW Narrative Standards (<i>see Narrative 2-5 Appendix</i>).• Tell participants to read the grades before and after their own to see how the concept of plot develops throughout the grades.	

IMMERSION IN THE NARRATIVE GENRE

Activity 10	
Purpose Teachers will understand how to choose books to use in the Narrative unit of study.	
Activity Show teachers the process of sorting Narrative books in order to choose ones to use in the reading time and in the Writing Workshop.	
Approximate time	30 minutes
Facilitators <ul style="list-style-type: none">• Review handout: <i>When Gathering Touchstones for a Writing Workshop Unit of Study...</i> (see Narrative 2-5 Appendix).• Explain that this is work done outside of the Writing Workshop. Immersion begins in the reading time as students need to be able to identify and understand a concept before they can produce it. Immersion then continues throughout the unit as the teacher does read alouds and makes books available for students to read independently and use as mentor texts.• Model your process for book selection. In addition to summarizing the book, include strategies like: reading the back of the book, considering what you know about the author, examining the length of the text. If there is more than one facilitator, consider modeling this as a conversation to underscore the importance of collaboration in planning.• Model answering the questions on the handout.• Model a think aloud with a stack of books, making clear the three different piles of books you are making:<ol style="list-style-type: none">1. <u>Narrative books that are good examples to use in the <i>reading time</i></u>: These are books that contain the elements of the genre you are teaching into, specifically plot and significance, but which may be more complex than the kind of writing that the students will do. Therefore, these books will not serve as mentor texts.2. <u>Narrative books that are good examples of the <i>kind of writing</i> you can ask students to do</u>: Not only do these books contain the elements of Narrative writing that you are teaching, but the length of the text and the complexity of the organizational structure are accessible models for students. These books may be good mentor texts.3. <u>Narrative books that are <i>not</i> good examples for this unit of study</u>: These books might be books that you really enjoy reading, but they might be too long or complex for your unit of study.• Give teachers a stack of books, or if they brought their own books, ask them to get them out. Give them time to read through the books with their grade level partner/team. Ask them to discuss the books and make piles similar to yours.• Hand out a list of Narrative books that you would recommend for this unit of study (see Narrative 2-5 Appendix).	

READING PREPARATION IN A NARRATIVE UNIT

Activity 11	
Purpose Reflect on the learning they have done so far and to plan for their reading work	
Activity Teachers will have time to meet with their grade level team and plan the big ideas for their reading work.	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Review handout: <i>Preparing for the Narrative Unit of Study...</i> (see Narrative 2-5 Appendix).• Model how to use the planning grid. Think aloud the different reading strategies you might use (i.e. Interactive Read Aloud, Partner Reading, Shared Reading) and how you would choose Touchstones for your reading work. Teacher leaders could share reading lessons they have done throughout the year that lay the foundations for this unit. For teachers of upper elementary, some of the strategies listed above may be unfamiliar so be prepared to explain how these instructional strategies benefit our older students.• Clearly state your expectations for the teachers as they plan their reading time: do you want them working together? Do you want them reading books? Do you want them to list possible minilessons for the reading work?• Anticipate any concerns around the following questions teachers may have*:<ul style="list-style-type: none">-When should we do read alouds and have discussions?-Should I do the reading work as Immersion in Writing Workshop or should I do it at the end of my previous unit or should I do it during reading time?-How does our adopted language arts curriculum fit into this?	

At this point, if may be necessary to suggest concrete minilessons intended to be taught during the reading work. Below are possible teaching points:

- Readers read Narrative stories and practice retelling them to friends, determining the most essential parts of the plot.
- Readers identify story elements and include those elements when retelling.
- Readers connect to stories they read and identify and retell their favorite part(s).
- Readers identify the characters' feelings and can relate to how characters feel.
- Readers discuss characters' motivations and actions.
- Readers discuss how the setting of a story may play a significant role.
- Readers notice and discuss how authors begin and end their stories.

*Note to facilitator:

Throughout this course, teachers are given opportunities to take their learning and plan instruction. When that time is allotted, there are a series of questions listed in the curriculum typically asked by novice Writing Workshop teachers. The questions are listed for you as something to think about during your discussion and to remind you to prepare for as you plan your training. The answers to some of these questions are dependent on the specific needs of your audience.

The remainder of the Unit Design course will be spent planning the unit of study.

Make the format of the rest of the training clear to the participants:

- Direct instruction on each component of the writing process, from Collecting to Publishing
- Opportunity for the teachers to experience the writing workshop (minilesson, work time, share)
- Grade level planning for that component

Speak to the importance of experiencing the process as writers and then as teachers; this allows us to understand what the students will be experiencing.

COLLECTING WRITING IDEAS

Activity 12	
Purpose	Teachers will gain an understanding of the <i>Collecting</i> part of the writing process
Activity	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Collecting</i> (see <i>Narrative 2-5 Appendix</i>)
Approximate time	10 minutes
Facilitators	<ul style="list-style-type: none">• Review the definition of <i>Collecting</i>, emphasizing that students need to spend a lot of time storytelling, writing their ideas, talking about their ideas, and living with awareness that they are Narrative writers. Teachers of upper grade students may need assistance in thinking about how “storytelling” sounds in their classrooms.• Connect the idea of <i>Collecting</i> in Narrative to <i>Collecting</i> in Informational. Just as Informational writers get ideas from things they do everyday, Narrative writers get ideas from places they go and things they do with people who are special to them. We want to encourage students to write books on topics like going somewhere special, doing something for the first time, and spending time with someone important to them.• Note that the concept of “significance” might be confusing to teachers—and students—during this stage of the writing process. Significant topics are not necessarily focused on life-changing experiences, like birth or death. It is the way in which the story is told that reveals the writer’s significance. Refer to favorite Touchstones to solidify this point.• It might be tempting to skim over this part of the process, but that may result in students selecting topics that they are not fully invested in.• Students need to study where Narrative writers get ideas and then try out similar strategies.

COLLECTING WRITING IDEAS

Activity 13	
Purpose Teachers will experience the <i>Collecting</i> stage of the writing process	
Activity Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
Approximate time	45 minutes
Facilitators <ul style="list-style-type: none">• Model at least two <i>Collecting</i> minilessons by using your notebook (see possibilities below). In the Active Involvement, make clear that teachers (and the students in their classes) should now tell their partner about the big idea that they are going to write about, not tell the whole story.• Remind teachers who have already done a lot of collecting in their notebooks from the <i>Living the Life as a Writer</i> unit.	

COLLECTING WRITING IDEAS

Activity 14	
Purpose Reflect on the learning they have done so far and to plan for their teaching.	
Activity Teachers will have time to meet with their grade level team and plan the possible minilessons for <i>Collecting</i> .	
Approximate time	20 minutes
Facilitators <ul style="list-style-type: none">• Model how to use the planning grid by using post-its or a pencil so that teachers understand that these are possible minilesson ideas. They will be choosing which lessons to teach and when based on what they see their students doing in the unit.• Think aloud about the different opportunities students should have for collecting Narrative writing ideas.• Revisit the handout showed in Activity 12.• Remind teachers that their own writing as well as the words of writers are powerful pieces of their writing curriculum.• Discuss with teachers that the amount of time they spend collecting should depend on how much experience the class has had with storytelling.• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none">-Should I assign topics to my students? What about asking the whole class to try out something that we know narrative writers do, like writing about ‘first times’ or ‘special people’?-My students don’t get to go on trips or have big parties...should I model everyday stories more than big moments?-What if a student copies my topic?-What if a student starts to tell a story that I know didn’t happen?-My students are drafting in their notebooks...how can I teach them to write snippets during the collecting stage?	

CHOOSING A TOPIC

Activity 15	
Purpose	Teachers will gain an understanding of the <i>Choosing</i> part of the writing process.
Activity	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Choosing a Topic</i> (see Narrative 2-5 Appendix).
Approximate time	5 minutes
Facilitators	<ul style="list-style-type: none">• Review the definition of <i>Choosing a Topic</i>, emphasizing that students need to talk about their topic and its significance to them before choosing it.• The quality of the final piece of writing will in part depend on how much the student cares about the topic.

CHOOSING A TOPIC

Activity 16	
Purpose Teachers will experience the <i>Choosing</i> stage of the writing process.	
Activity Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Model a minilesson: One way writers of Narrative books choose their topic is to “try it on”. They think about a topic and ask themselves: “Do I know a lot about this topic? Do I care about this topic? Can I write about it for a few days?”• Explain what “trying on a topic” means (like buying new shoes!). Model going through four topics in your notebook, asking yourself the questions to decide which topic you will write your book about. Give examples and non-examples as you model going through your notebook.• Give teachers time to quickly talk about their possible topic.• Once participants have chosen a topic, ask the teachers to share the topics they chose with the group or post a chart asking participants to write down their topic.• This serves several purposes:<ul style="list-style-type: none">-Allows teachers to hear a variety of topics-Continues to build the community of writers-Allows for many different voices to be heard in the room-Holds each participant accountable to the task of choosing a topic• Explain that in the classroom, the students can do the same thing and write their topic on a post-it to place on the class chart, similarly to the one below: <div data-bbox="332 1255 1193 1522" style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p>Our narrative books are about...</p><ul style="list-style-type: none">• the night the electricity went out• summertime with my grandparents• the basketball championship••</div>	

CHOOSING A TOPIC

Activity 17	
Purpose Reflect on the learning they have done so far and to plan for their teaching.	
Activity Teachers will have time to meet with their grade level team and plan the big ideas for <i>Choosing</i> .	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Model how to use the planning grid. This would take no more than one day in a classroom and most teachers should be very used to this part of the writing process. Often, teachers will have students choose their idea during the first minilesson and then teach a second minilesson that helps them get started on the developing stage of the writing process.• Remind participants about the importance of: reading their students' notebooks on an ongoing basis: talking to students about their possible Narrative topics: connecting to Touchstone Books, and sharing student work as examples of what students can do.• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none">-What if a student chooses a topic that is too big? Too small?-What if a student copies my topic?-What if a student wants to change his/her topic?-How can I prevent a student from choosing an "all-about" topic versus a sequential story?-How can I ensure that students choose topics that are significant to them?-What if a student wants to choose a topic that they haven't written about in their notebook?	

END OF DAY 1

DEVELOPING THE TOPIC

Activity 18	
Purpose Teachers will gain an understanding of the <i>Developing</i> part of the writing process.	
Activity Refer to the handout <i>Consolidating our Understanding of the Writing Process: Developing a Topic</i> (see Narrative 2-5 Appendix).	
Approximate time	10 minutes
Facilitators <ul style="list-style-type: none">• Review the important points of <i>Developing</i>, emphasizing the importance of spending time in this stage of the process and giving students many different strategies for developing their ideas (i.e. talking with friends, rereading their notebooks to look for trends in their thinking, etc.).• Explain that students should not draft and redraft their stories in their notebooks, but should use this opportunity to write and think about their topics in new ways.• Discuss that second grade students may not spend much time in this stage and might move quickly to drafting.• Share examples and non-examples of what developing looks like in notebooks in the grades represented in the audience.	

DEVELOPING THE TOPIC

Activity 19	
Purpose Teachers will experience the <i>Developing</i> stage of the writing process.	
Activity Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Model at least two minilessons, or minilesson ideas, by using your notebook.• Choose a minilesson below and teach participants how to write about the significance of the idea, “This moment was important to me because...”• Give teachers time to write several notebook entries and reiterate that this is their opportunity to discover the significance of their writing idea.• If possible, model with a teacher leader, or participant, how to have a conversation about the significance of your writing idea.	

Possible minilessons for developing the topic (*it is important to discuss with participants which lessons are appropriate for different grades*):

- Writers of Narrative books develop their stories by talking to other writers about the significance of their topic.
- Writers of Narrative books develop their topics by asking themselves why their topic is so important and writing about that importance.
- Writers of Narrative books develop their topics by remembering important conversations that occurred and recording those conversations.
- Writers of Narrative books develop their topics by remembering their thoughts and emotions and writing about them.
- Writers of Narrative books develop their topics by writing more details about the moment of strongest feeling.
- Writers of Narrative books develop their topics by talking to people who were there in order to gain a different perspective.
- Writers of Narrative books develop their ideas by sketching their ideas in order to remember the details.
- Writers of Narrative books develop their topics by identifying an important event in the story and then detailing the action of that event (slowing the story down).
- Writers of Narrative books develop their topics by revealing characters’ emotions through what the character did, thought or said.

DEVELOPING THE TOPIC

Activity 20	
Purpose Reflect on the learning they have done so far and to plan for their teaching.	
Activity Teachers will have time to meet with their grade level team and plan the big ideas for <i>Developing</i> .	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Model how to use the planning grid.• Revisit the handout you showed in Activity 18.• Remind teachers that it is important to give students <u>concrete</u> ideas and examples about how to develop their topic—both in writing and by talking. Teachers need to model using their notebooks and thinking aloud their own process in order for students to understand how to develop their ideas. Again, their own writer’s notebook is a main source for minilesson ideas, as is student work.• Discuss how much time should be spent developing the students’ topics. It is very much dependent on the grade and how much experience the class has with Writing Workshop. Second graders are not ready to spend much time developing their ideas, especially at the beginning of the year. They will most likely write or talk for one—maybe two—days before they are ready to draft.• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none">-What if a student doesn’t know what the significance of their story is?-How can I support my English Learners with this abstract concept?-What about students who just rewrite their original entry over and over again?-What if a student wants to change topics after realizing there is not much to develop?	

PLANNING THE DRAFT

Activity 21	
Purpose	Teachers will gain an understanding of the <i>Planning</i> part of the writing process.
Activity	Refer to the handout <i>Consolidating our Understanding of the Writing Process: Planning</i> (see <i>Narrative 2-5 Appendix</i>).
Approximate time	5 minutes
Facilitators	<ul style="list-style-type: none">• Compare the concept of Significance to the concept of Controlling Idea in Informational writing. Upper grade students who are attempting this concept need to be clear what the Significance of their story is before they plan their draft so they understand how to thread it throughout.• Review Plot as an important Narrative element and discuss how to include details that support the plot.

PLANNING THE DRAFT

Activity 22	
Purpose Teachers will experience the <i>Planning</i> stage of the writing process.	
Activity Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
Approximate time	10 minutes
Facilitators <ul style="list-style-type: none">• Give teachers several examples of ways they can plan their drafts.• Model how you start to plan by expressing the significance of your piece.• Model the use of graphic organizers by referring to the Touchstone Books you used in the reading work, and showing how to use graphic organizers.• Model how to think about the details and events of your draft by asking yourself: “How does each event/detail support the meaning of my story? What is missing? What can I delete?”• Give teachers the opportunity to plan their draft.	

Possible minilessons when planning for a draft:

- Writers of Narrative books plan their drafts before they write so that they can organize their thoughts about how they want their story to go.
- Writers of Narrative books plan their drafts by creating a plot line, listing the events that take place.
- Writers of Narrative books plan their drafts by attaching emotions and reactions to the events on their plot lines.
- Writers of Narrative books plan their drafts by attaching dialogue to the events on their plot lines.
 - Writers of Narrative books plan their drafts by finding a mentor text that will help them structure their stories.

PLANNING THE DRAFT

Activity 23	
Purpose Reflect on the learning they have done so far and to plan for their teaching.	
Activity Teachers will have time to meet with their grade level team and plan the big ideas for <i>Planning</i> .	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Model how to use the planning grid. Planning for the draft usually takes one day.• Revisit the handout you showed in the direct instruction piece.• Remind teachers that it is important to model <u>how to use</u> graphic organizers; they are intended to be a tool to help writers make their thinking clearer—they are not meant to be an obligatory ‘next step’. Often, upper grade students do not understand the connection between their graphic organizer and their draft.• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none">-Can’t I just have my students start drafting?-Should I meet in small groups to help students plan their drafts together?-How can I use mentor texts to help students structure their stories?	

DRAFTING

Activity 24	
Purpose Teachers will review the <i>Drafting</i> part of the writing process.	
Activity Refer to the handout <i>Consolidating our Understanding of the Writing Process: Drafting</i> (see <i>Narrative 2-5 Appendix</i>).	
Approximate time	5 minutes
Facilitators <ul style="list-style-type: none">• Review the standard guidelines for drafting that are listed on the handout <i>Consolidating our Understanding of the Writing Process: Drafting</i> (see <i>Narrative 2-5 Appendix</i>).	

DRAFTING

Activity 25	
Purpose Teachers will experience the <i>Drafting</i> stage of the writing process.	
Activity Mini Writing Workshop: Remind teachers to work as writers now, not as teachers.	
Approximate time	30 minutes
Facilitators <ul style="list-style-type: none">• Model a minilesson that helps the participants plan their own piece of writing. Possible minilesson ideas are below.• Remind teachers that we want our students to see the <u>process</u> of moving from a plan to the draft. Teachers should be sure to model their thinking when they instruct their students in this stage of the writing process.• If time is limited, eliminate the Writing Workshop minilessons for drafting through publication. Instead, share minilesson ideas and student writing. However, it is important to tell teachers it is essential to continue modeling in their classrooms so that students see a final piece that the teacher writes. Ask teachers to share their drafting practices with their partner and hear that there are various ways to draft.	

While on Day 1 of drafting in the classroom, we are teaching students the process of drafting, subsequent minilessons should be based on the teachers' concerns as s/he observes students in the drafting process. This is an opportunity for teachers to prevent students from going down the wrong path. Useful minilessons to support the drafting process are listed below.

- Writers of Narrative books refer to their notebooks and graphic organizers as they draft.
- Writers of Narrative books reread as they draft, ensuring that their writing makes sense.

REVISING

Activity 26	
Purpose Teachers will gain an understanding of the <i>Revising</i> part of the writing process. Teachers will experience the <i>Revising</i> part of the writing process.	
Activity Refer to the handout <i>Consolidating our Understanding of the Writing Process: Revising</i> (see <i>Narrative 2-5 Appendix</i>).	
Approximate time	25 minutes
Facilitators <ul style="list-style-type: none">• Review the standard guidelines for revising that are listed on the above mentioned handout.• Remind teachers that a major part of revising is the consideration of details. When we studied plot, we learned about the role of details in revealing the significance of the narrative.• If teachers will not be drafting during Unit Design, they will not be revising their own writing; however, they should have an opportunity to think about revision and to see possible minilessons modeled for them.	

Possible minilesson ideas for revising:

- Writers of Narrative books revise their drafts to make it clearer for the reader to understand.
- Writers of Narrative books revise by rereading their stories to be sure they have included all the events and actions that reveal the significance of their piece.
- Writers of Narrative books revise by revisiting their drafting plan to be sure they have included everything they wanted.
- Writers of Narrative books revise by rereading their story to be sure they have excluded any details that take away from the meaning of their piece.
- Writers of Narrative books revise by inserting dialogue that reveals the significance of the story.

REVISING

Activity 27	
Purpose	Reflect on the learning they have done so far and to plan for their teaching.
Activity	Teachers will have time to meet with their grade level team and plan the big ideas for <i>Revising</i> .
Approximate time	15 minutes
Facilitators	<ul style="list-style-type: none">• Model how to use the planning grid and indicate a short amount of time for revising. It is also important to remind teachers that drafting, revising and editing are fluid processes and that their students should be encouraged to informally revise and edit as they draft.• Give teachers permission to focus their revising strategies in ways that open up the writing. For example, “adding details” is very abstract. Teachers might want to encourage students to reflect on specific questions like: “What did the character say? What were you feeling? How did other characters react when an event occurred?”• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none">-How can I model the use of mentor texts during the revision process?-I know I need to teach only 1-2 big ideas during revision...how do I determine what those things should be?

EDITING

Activity 28	
Purpose Teachers will gain an understanding of the <i>Editing</i> part of the writing process. Teachers will reflect on the learning they have done so far and plan for their teaching.	
Activity Refer to the handout <i>Consolidating our Understanding of the Writing Process: Editing</i> (see <i>Narrative 2-5 Appendix</i>). Teachers will have time to meet with their grade level team and plan the big ideas for <i>Editing</i> .	
Approximate time	10 minutes
Facilitators <ul style="list-style-type: none">• Review the standard guidelines for editing that are listed on the handout.• Explain that teachers will not have an opportunity to practice editing during Unit Design.• Explain that the minilesson below should be taught during the editing stage, as it encourages independence and relies on the teaching that has been done during the Skills Block.• Model how to use the planning grid and indicate approximately 2 days for editing.• Emphasize the role of the skills block. It is important that teachers are clear that all the skills they need to teach cannot be taught in Writing Workshop alone. Writing Workshop provides an authentic opportunity for students to practice the skills they learn in their skills block.• One option is to have participants list, with their partners, all of the skills that their students will need to know in order to write an effective Narrative piece (i.e. paragraphing, transitional phrases, quotation marks, etc.). These are skills taught in the skills/grammar block and reinforced during the Editing process.• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none">-What role does peer editing play in Writing Workshop?-How much should the teacher edit?	

It is imperative that teachers look closely at the student work to determine what editing strategy the majority of the class needs. This will also lead teachers to group students based on additional needs. A possible minilesson objective that is appropriate for all upper grade students is:

- One way writers edit their writing is to reread it and check for... *teachers would lead students to check for what has already been taught and/or emphasized in this unit (e.g. spaces between words, capital letters and periods, etc.).*

PUBLISHING, CELEBRATING, REFLECTING

Activity 29	
Purpose Teachers will gain an understanding of the <i>Publishing, Celebrating and Reflecting</i> parts of the writing process.	
Activity Refer to the handout <i>Consolidating our Understanding of the Writing Process: Publishing, Celebrating and Reflecting</i> (see Narrative 2-5 Appendix).	
Approximate time	15 minutes
Facilitators <ul style="list-style-type: none">• Model how to use the planning grid and allow a short amount of time for publishing (depending on the grade level) and one day for both celebrating and reflecting. Below are minilesson ideas to share with the participants.• Address some of the “extras” we see during the publishing stage (i.e. About the Author and Dedication pages) and discuss how students could use mentor texts to make these more authentic.• Anticipate any concerns around the following questions teachers may have:<ul style="list-style-type: none">-How important is it to hold students accountable to a high standard of presentation?-How can we plan celebrations that feel authentic?-What are some open-ended questions we could ask that would give us a good assessment of what our students learned about themselves as writers?	

Publishing (2-3 days, depending on the grade level):

- One way writers publish is to make an attractive cover for their books... (This is more of an art lesson than a writing lesson).
- One way writers get ready to present their book to an audience is by practicing how to read aloud with a partner.

Celebrating and Reflecting (1 day):

- One way writers celebrate their books is by sharing them with their parents/reading buddies/friends.
- One way writers become better writers is to reflect on what went well with writing their book and what they want to learn next as writers.

CLOSURE

Approximate time	10 minutes
<p>Close the Unit Design course with some key points:</p> <ul style="list-style-type: none">• Review the handout from the beginning of the session: “<i>Process for Planning a Narrative...</i>”• Remind the teachers of the hard work they put into their own writing and into their unit planning.• Review handout: <i>Reflection Sheet for Unit Design</i> (see Narrative 2-5 Appendix) and discuss with the teachers the expectation that they will teach the unit and take notes on their teaching.• Explain what teachers should bring with them on Day 3:<ul style="list-style-type: none">-reflection notes-student writing from 3-5 students (depending on how long you plan to spend on this part) that represents each stage of the writing process-a list of Touchstone Books that they found useful in this unit• If possible, give the groups time to look at their calendars and find a few dates to meet to continue their planning.• If possible, choose a teacher leader to help co-present on Day 3. This should be a teacher who attended Days 1 and 2, has experience presenting to adults, and is willing to share her reflective notes and student work with the group on Day 3.	