

Scope and Sequence for Narrative Writing

A Unit By Unit Approach

This document provides a guide for an eight week unit in narrative writing. If you need to divide it into a smaller four week units present the content from weeks 1-4 and then review those skills before continuing your study in weeks 5-8.

For each skill identified below, choose the appropriate lessons for your classroom. It is not necessary or advisable to complete every page of the section – but rather we offer a wide variety and selection for each grade level to choose from.

The last half of the year should be used for review of all skills and opportunities for application of skills learned. Process writing can be applied to reading content as appropriate in your classroom.

All page references are from The Comprehensive Narrative Writing Guide

Week 1-2	Week 3-4	Week 5-6	Week 7-8
<ul style="list-style-type: none"> • Introduce the Three Types of Writing <i>pages 9-13</i> • Summarize each book that is read using the summarizing frameworks making the reading/writing connection - <i>pages 29-42</i> • Introduce the Narrative Writing Diamond. Use a selection of literature to highlight each section of the diamond - <i>pages 45-46</i> • Introduce Elaborative Detail. Read excerpts from literature that are highly descriptive - <i>pages 79-214</i> • Model, and practice Elaborative Detail. <p>*** Administer a narrative prompt as a pre-assessment. This should be saved in a portfolio and used to drive instruction. It will also show growth over time when compared to prompts administered during the year.</p>	<ul style="list-style-type: none"> • Continue to model and practice Elaborative Detail. • Application: Have students write an entertaining description of something relevant to what you may be reading or studying. • Introduce Entertaining Beginnings. Read examples from literature and identify the techniques and strategies used by authors - <i>pages 47-78</i> • Model and practice Entertaining Beginnings. • Introduce Extended Endings. Read examples from literature and identify the techniques and strategies used by authors - <i>pages 305-338</i> • Model and practice Extended Endings. 	<ul style="list-style-type: none"> • Introduce techniques for Building Suspense. Read excerpts from literature and identify the techniques and strategies used - <i>pages 215-245</i> • Model and practice Suspense including Magic of Three. • Introduce Main Event. Read selections from middle grade fiction to identify and analyze the skills and strategies authors use to create a fully developed main event. - <i>pages 255-304</i> • Model and practice Main Event. • Application: Students draft a main event, edit and revise as necessary. Color code the main event in order to determine strengths and weaknesses. Use the “Author’s Group Revision Model” to teach revision skills. Publish a class book of main events. <p>* Lesson plan for Author’s Group Revision model can be found at www.empoweringwriters.com</p>	<ul style="list-style-type: none"> • Continue to review Main Event. • Application: Begin a process piece of writing. Choose a broad theme and discuss story plans. Use the summarizing framework to plan the writing and identify at least two areas of elaboration. Have the entire class work on one section of the writing at a time as you circulate and offer guidance and feedback. Share exemplars each day. Publish in a class book, bulletin board, or other medium. (All skills have been taught and there should be evidence of each in student writing. Use this time to give constructive feedback to students in order to improve writing.) - <i>pages 382-386</i> <p>*** Administer a narrative prompt as a post-assessment. This should be saved in a portfolio and used to drive instruction. It will also show growth over time when compared to prompts administered during the year.</p>

Second Narrative 8 Week Unit

This **second narrative unit** assumes that all skills were taught in the initial 8 week unit. Now it's time to review and reinforce each skill. Use the guide above for page numbers and choose the appropriate lessons. These 8 weeks should include plenty of opportunity for process writing and publishing.

Weeks 1-7	Week 8
<p>Review all skill areas and work on revision techniques. Look for ways to apply the writing in authentic situations</p> <p>Suggestion: practice previously taught skills in isolation and create a class book of suspense, or descriptive pieces.</p> <p>For additional practice and differentiation use the "Before and After" pages from each skill area. These pages can be found at the end of each skill area.</p> <p>Example of authentic application: When reading a story look for a way to incorporate an elaborative detail segment that grows out of the book. Read <u>Owl Moon</u> by Jane Yolen and then write an elaborative detail segment that describes the snowy woods or the owl. Write a suspenseful Magic of Three about looking for and finding a creature in the woods. Write a narrative piece about a walk in the woods – identify the setting and then what you found there.</p> <p>Remember: These are just some examples of finding opportunities to apply skills and then to review and reinforce them.</p>	<p>*** Administer a narrative prompt at the end of the unit. This will show growth over time when compared to previous prompts administered during the year.</p>