The Immersion Excursion

Examples of Lessons and Ideas to Help Students Travel through a Text Type

Grade 5 Unit 1

Launching with Personal Narrative

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BACKGROUND SECTION

The purpose of these lessons is to provide a sense of possibilities for teachers. "Shop around" for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students' background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An on-demand performance assessment is an excellent vehicle to determine what students know and need to learn.

Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---
Dr. Sandy Biondo

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
B. Characteristics (What makes an effective xxx?)
C. How these texts tend to go?
    1. How does the beginning or lead tend to go? What is included?
    2. How does the middle part or body tend to go? What is included?
    3. How does the ending or conclusion tend to go? What is included?
    4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster's dictionary defines a mentor as: "a close, trusted, and experienced counselor or guide" - which perfectly describes the relationship we want our students to have with mentor texts.

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Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through "writerly eyes." Students will now *read like a writer.* Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors "intentionally" craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility ***– What did this author do that I could try?*** Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g., connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g., background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g., literature books, articles), student-authored work, teacher-authored work and class-shared pieces. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a "cheat sheet." Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don't select books/texts that all look and sound the same and have the same features. Make a list of texts that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion Prior to studying these lessons, it is highly recommended teachers read the supplemental resources on Atlas: Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices.

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LESSON PLAN SECTION – 5th Grade

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class "Flash" Draft

SAMPLE* WEEK OF IMMERSION LESSONS

Day 1*	**Goal 1: Develop Background Knowledge** **Read, Study, and Discuss How Narrative Writing Works!** **(Focus on definition, purpose, general noticings and structure)**
Day 2*	**Goal 1: Develop Background Knowledge** **A Closer Look at Events and the Turning Point** **(or move Day 4 – Box It and Mark It before this lesson)**
Day 3*	**Goal 1: Develop Background Knowledge –** **A Closer Look at Elaboration – Saying More Through Details, Details, Details**
Day 4*	**Goal 1: Develop Background Knowledge** **Box It and Mark It (option: Move to Day 2 prior to A Closer Look at Events…)**
Day 5*	**Goal 1: Develop Background Knowledge –** **Narrative Scavenger Hunt**
Do during WW unit	**Goal 2: Generate Possible Writing Ideas** **Linking Mentor Texts with Writing Ideas**
~~~~	**Goal #3: Try It – Shared Class Writing** **Write a Class Narrative Piece.** ***This may begin anytime during the Immersion phase and/or during shared/interactive writing time.***
Optional Lesson	**Goal 1: Developing Background Knowledge – Student Checklist Connection**

* **Depending on students' background knowledge of narrative writing and a teacher's experience with Immersion, teachers may spend 1-4 days studying Goal #1: Develop Background Knowledge. If some of this work is done during reading components, then less writing workshop time is needed. Adjust Immersion plan accordingly.**

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STUDYING MENTOR TEXTS – AN IMPORTANT NOTE

Mentor Texts

Check your students' understanding of what a "mentor" is and how mentor texts help writers. If needed, add a lesson or verbiage to this unit. For more detailed information and ideas, please see:

Immersion Phase: Creating a Vision for Writing, Part 1: Background Information by Sandra M. Biondo. This may be found on the MAISA website. Check out this section: Develop Background Knowledge - What is a Mentor? How Will Mentor Texts Help Us? (pp. 7-8).

Reading Like a Reader, Reading Like a Writer

Mentor texts should be read, enjoyed and discussed as a reader prior to studying them during the Immersion Phase. Teachers typically set aside several read aloud and/or shared reading sessions to discuss personal narrative stories. Continue to read personal narrative selections (e.g., books, teacher-written, student-authored work, and class-shared written pieces) throughout the time the class is studying narrative writing.

During the Immersion Phase, teachers revisit familiar texts to study them from a writing perspective. Students shift from "reading like a reader" to "reading like a writer." Selections will be *reread* to notice, name, and discuss how and why an author crafted certain elements, such as: structure, elaboration through details, specific word choice, etc. Students learn that authors "intentionally" craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – ***What did this author do that I could try?*** Subsequently, teachers encourage students to use mentor texts as resources for their authored work.

Make a list of texts to be studied – books, student-authored work, teacher-written selections and class-shared pieces. See Immersion unit for suggestions, but feel free to delete and add selections from your own class, school or district collections. See possible suggestions starting on page 7.

For more detailed information and ideas, please see:

Immersion Phase: Creating a Vision for Writing, Part 1: Background Information by Sandra M. Biondo. This may be found on the MAISA website. Check out this section: Reading Like a Reader, Reading Like a Writer (p.4).

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MENTOR TEXT 5TH Grade Unit 1 Sample Narrative Titles

Literature – Trade Book Selections		
Title	**Author**	**Notes**
Ish	Peter Reynolds	
"Eleven"	Woman Hollering Creek by Sandra Cisneros	
"Your Name in Gold"	Chicken Soup for the Kid's Soul by A.F. Bauman, 1998	
"Popularity" "New House"	First French Kiss by Adam Bagdascarian	
"Attack" "Funeral" "Jonathon Miller"	Marshfield Dreams: When I Was a Kid by Ralph Fletcher	
"Mr. Entwhistle" "Five Dollars" "Mrs. Thurstone"	Hey World Here I Am by Jean Little	
Women Hollering Creek "Eleven"	Sandra Cisneros	Big Emotion, Heart of Message, dialogue, craft techniques – story can be found online Note: Use if not part of literary essay mentor text

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Teacher-Authored Work		
Title	**Author**	**Notes**
Big Sister	*Writing Pathways: Performance Assessments and Learning Progressions*, Grade K-8 by Lucy Calkins, page 442	Remove side annotations before duplicating

Student-Authored Work		
Title	**Author**	**Notes**
- The Toaster - Goosebumps	Writing Pathways by Lucy Calkins, 2015, pp. 426-427	On-demand pieces – suggest typing out so easier to read
- Excitement in My Heart by Sophie - Gifts that Count by Miles	Raising the Quality of Narrative Writing by Lucy Calkins, 2006, p. 159-161	
Getting Shot and Living Through It	Appendix C, pp. 31-36 Common Core Stand Standards for English Language Arts & Literacy	
Taking My Mom's Keys	Brooke	See Appendix
The Water Slide	Autumn	On-Demand piece, See Appendix
Sooper Dooper Looper Survival	Student	See Appendix
Alli and Ruby	Student	See Appendix

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Class-Shared Written Pieces		
Title	**Class/Year**	**Notes**
Bucket of Terror	Kelly Mertz Class	Draft, See Appendix

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Teacher Resource: Fill in with <u>your</u> mentor text plan based on the written work and books you have.

Unit 1: PERSONAL NARRATIVE MENTOR TEXT SELECTIONS

Literature – Trade Book Selections		
Title	**Author**	**Notes**

Teacher-Authored Work		
Title	**Author**	**Notes**

Student-Authored Work		
Title	**Author**	**Notes**

Class-Shared Written Pieces		
Title	**Class/Year**	**Notes**

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IMMERSION Goal #1 – Develop Background Knowledge

Day 1 – Read, Study and Discuss How Narrative Writing Works!

(Focus on Definition, Purpose, General Noticings and Structure)

Read as a Reader: Select 4 or more personal narratives that you will share with students during read aloud with accountable talk and/or shared reading. These selections should be a combination of published text, teacher-authored work, student-authored work and/or class-shared writing pieces from a previous class. Read, enjoy and discuss these selections. Teachers may need multiple reading sessions to accomplish this. This should be done prior to the start of the Immersion Phase.

Read as a Writer: Teachers may study Goal #1: Develop Background Knowledge during writing workshop and reading time. Therefore, the study of this goal may occur over different days or during different literacy components. Below is a sample of how a teacher may plan to address Goal #1**.** During this time, revisit these 4 familiar pieces and guide students in noticing a pattern of what a personal narrative is, its purpose and how it tends to go.

Sample of possible Day 1 texts:

1. Student-authored text: _____
2. Literature selection with easily identifiable text structure: _____
3. Teacher or class-authored text: _____

Sample of possible Day 2 texts (or to be studied during a reading component):

1. Student-authored text: _____
2. Literature book with easily identifiable text structure: _____
3. Teacher or class-authored text: _____

Sample of possible texts if additional time is needed:

1. Student-authored text: _____
2. Literature book with easily identifiable text structure: _____
3. Teacher or class-authored text: _____

Please see appendix for copies of some of these selections.

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There is two parts to this lesson. Part 1 is a general discussion to access students' prior knowledge of narrative text. Part 2 they will be studying a mentor text (e.g., *Gifts that Count)* to focus on title, overall meaning, structure, lead and ending.

Part 1: General Discussion Possible Discussion Points:

1. **Class discussion to access prior knowledge of text type** – *Today we will begin the study of writing personal narrative stories. As young writers, you've authored small moment or personal narrative stories in kindergarten through 3rd grades. What do you remember about narrative writing?*
   Please note: It may be helpful to review anchor charts with noticings from 3rd grade. Ask third grade teachers to share their completed Immersion charts. (4th grade studied realistic fiction).
2. **Revisit the concept of narrative writing** – *As young writers, you will learn to author personal narrative pieces. You will write narratives about important moments in your lives. These stories should have a turning point – a moment or point where you realize something new or you now think about something differently. Therefore, these stories will have an important message or heart of the story.*

3. **Revisit and discuss selections. After reading and studying a few texts, generate discussion to explore the following questions:**

   A. *Definition: What is a personal narrative story?*

   Personal Narrative Stories are… (definition)
   Example: …true stories from our lives. Our 5th grade stories will include a turning point – a moment where we realize or learn something because of that moment.

   B. *Purpose: Why do people write narrative pieces/ books?*
   Why do people read narrative pieces/books?

   People read them… (Reading purpose)
   Example: *…to be entertained and to make connections to other people.*
   People write them… (Writing purpose)
   Example: *…to share stories of their lives and to entertain others.*

   C. *Characteristics: What makes an effective personal narrative story? **
   Elaborate on how each part tends to go –
   - *General Noticings*
   - *How does the beginning or lead tend to go? What is included?*
   - *How does the middle part or body tend to go? What is included?*
   - *How does the ending tend to go? What is included?*

***See next page for more specifics of characteristics/noticings of these.**

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SAMPLE ANCHOR CHART – TEACHER RESOURCE

The following is a teacher resource of possible noticings and discussion areas. Modify to fit how your students describe things - put in student friendly terms. It is not expected that students will notice each item listed. This is a list of possibilities. Continue to add noticings to the class anchor chart as the Immersion Phase progresses and as Writing Workshop unit lessons are taught.

SAMPLE NOTICINGS CHART FROM IMMERSION – 5TH GRADE PERSONAL NARRATIVES

Personal Narratives

A personal narrative is a true story from our lives.

People write Personal Narratives to share with others memories they have of things that they did or things that have happened to them that include a realization or learning from the event.

People read Personal Narratives because they are interested in these true stories and can often relate to them or learn from them.

Noticings:

- True story of something that the author DID or something that happened to the author that created significant feelings, learning, or resolutions.
- The author not only shares something personal from his/her life, but also includes a turning point or a time/moment where s/he realizes or learns something because of that moment.
- The author tries to tell the story bit-by-bit (storyteller's voice). Written like is happening right now!
- **Structure** - Beginning, middle and end or introduction, body, conclusion
- **Introduction or lead** – hooks the reader and introduces the storyline
    - Story line - shows what is happening and where; gives some clues to what might become a problem or challenge for the main character
    - Types of hooks:
        - Dialogue
        - Actions
        - Important details about the main character
        - Detailed description of the setting
        -
- **Transitions** – shows passage of time: at the same time or flashback or flash-forward
- **Ending –**
    - brings story to a close and connects to the main part of the story
    - character learns or realizes something in the end because of the events
    - types we noticed: action, talk, feeling, …
- **Title** - gives a sneak preview of the storyline

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- **Organization**
    - Story told in order in which it happens (events)
    - uses paragraphs to separate different parts or times of the story
    - uses paragraphs when a new character is speaking
- **Narrow focus** – not an all about story, told about *one* time did something
- **No pictures or only one**
- **Details, details, details** – dialogue, internal thinking, physical description, exact action, setting (add as students notice) – helps develop character, plot and heart of the story
- **Show, Not Tell** – brings story to life, makes a movie in reader's mind
- **Heart of the Story** – the story is more than a retelling, tries to convey a big idea or message from the author
- The **author realizes or learns something important to life** which is shared through the story's heart or message.
- **Precise word choice** – especially verbs, nouns, adjectives (helps paint picture in reader's mind)
- **Character development** – includes their thinking and responses to what happened
- May use **figurative language** (simile, metaphor, personification)
-
- Others as noted through discussion

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. Please note: Students may not give the category (e.g., structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse. It is not the intent to have students list all these things during immersion. Students would keep adding to this list as the unit progresses.

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Part 2: STUDY OF A MENTOR TEXT - Using Lens to Study Title, Overall Meaning, Structure, Lead, and Ending

Please note: The selection, *Gifts that Count,* should have already been read, discussed and enjoyed as a reader prior to this lesson.

1. **When you study text or a new type of writing that you will be authoring, how do you go about studying that text?**

2. **What lenses do you use? General or specific?**

3. **Sometimes we do general noticings. What do you notice that you want to discuss?**

4. **Other times we look through a specific lens. If I use binoculars, what does it do for me? Zooms into see something in detail.**

5. **Right now, we are going to try a different way to do noticings. We are going to ZOOM IN and LOOK THROUGH A SPECIFIC LENS OR FOCUS.**

6. **Today, we are going to study Miles' piece, "Gifts that Count", to learn more about narrative. There is so much we can learn from a fellow classmate.**

7. **1st lens – TITLE zoom in on title**

   A. When you read this title – *Gifts that Count* – recall what was maybe going through your mind.
   B. What were you wondering? Possible responses:
      - The title grabbed our attention right from the onset.
      - The title hinted to the heart of the message.
      - The title went beyond naming the topic – Fishing with My Dad, but instead took it one step further – hinted to what the whole story was going to be about or the heart of the story.
   C. On chart paper or large sticky note, write the word title and define - grabs the reader's attention, makes them wonder, hints to the heart of the message.

8. **2nd lens – OVERALL/MEANING zoom in on overall meaning**

   A. A personal narrative is a story of an important moment.
   B. Why do we write anything? -to communicate meaning
   C. Why did Miles write this? -to communicate an *important moment* in his life
   D. Notice this was not a just a retelling of a fishing trip, not a step-by-step account of events – we did this, then this, then this happened…
   E. Instead, Miles focused on an <u>important</u> moment with his dad and through his storytelling shared WHY that moment was so important.

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F. Remind students that later when they are writing a personal narrative they should select an important moment that has significance and how they will write it, so people get why it is so meaningful. The heart of the message should be clear. Explain that of all the important things that have happened in their lives, readers should understand why the writer chose to write about this particular important moment.

9. **3rd Lens Structure - BOX IT** – to help us look further, let's box this piece into what we think is the beginning - introduction or lead / middle or body part / conclusion or ending part. Box the 3 parts.

10. **4th Lens LEAD** Review the 3 parts of a lead: A) showed what was happening, B) showed where, and C) gave clues to what would be important about this moment OR clue to the problem or conflict

A. Who? -Writer and dad
B. Where? -Adirondack's campsite in NY
C. When? - "on Father's Day morning", "watch the beautiful red morning sun"
D. What was happening? -"thought about what I had planned for my father's day present – a piece of land that snatched my heart."
E. Clues about what would be important about this moment leading to the heart of the story? -Great land because snatched his heart
F. Add onto chart paper or a new large sticky note, write lead and define – A) tell who, B) where and when or setting, C) what was happening and D) clues to what the story will be about or heart of the message

11. **5th Lens ENDING** – define and explain: A) Write an ending that connects to the main part of the story. B) Character says, did, or realizes something at the end that came from what happened in the story, and C) Give readers a sense of closure

A. Box ending
B. Analyze what he said - "So we christened the point, 'Bass Point.'" On that day, Evan and I gave the love of fishing to Dad.
C. Title = Gifts that Count, what did he give his dad? Not just a fishing rod
   - love of fishing
   - memory of "bass point"
   - memory of a special Father's Day surprise /adventure
D. Do you have a sense of why the moment is important from this ending?
E. Do you have a sense of closure from this ending?
F. Add onto chart paper or large sticky note, write ending and define: ending connects to the main part of the story; character says, does, or realizes something at the end; provides a sense of closure

****Continue discussion on the body of the piece as time permits.**

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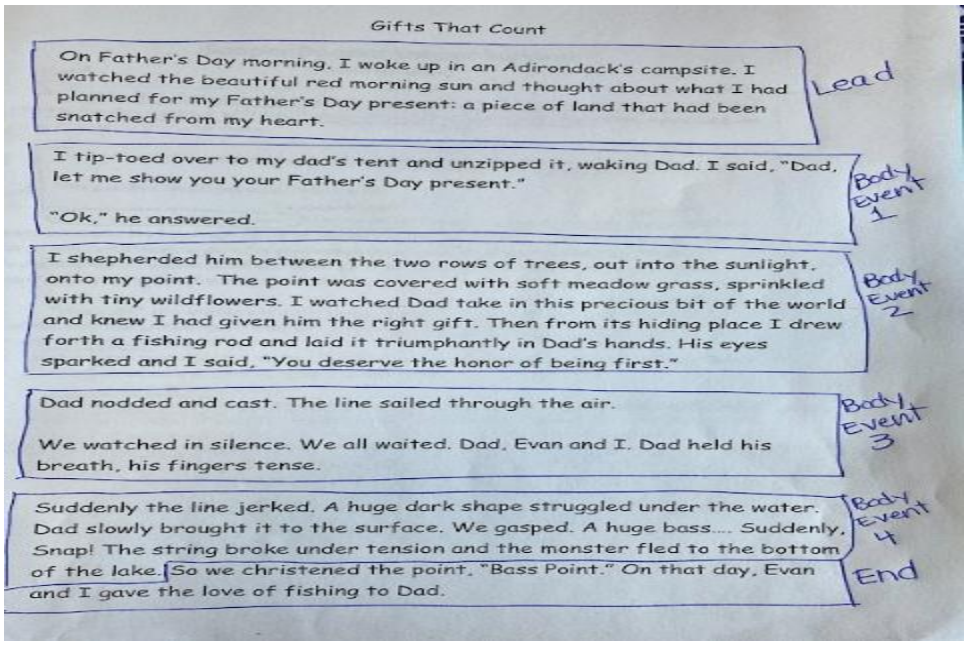

Gifts That Count

On Father's Day morning, I woke up in an Adirondack's campsite. I watched the beautiful red morning sun and thought about what I had planned for my Father's Day present: a piece of land that had been snatched from my heart. Lead

I tip-toed over to my dad's tent and unzipped it, waking Dad. I said, "Dad, let me show you your Father's Day present."

"Ok," he answered. Body Event 1

I shepherded him between the two rows of trees, out into the sunlight, onto my point. The point was covered with soft meadow grass, sprinkled with tiny wildflowers. I watched Dad take in this precious bit of the world and knew I had given him the right gift. Then from its hiding place I drew forth a fishing rod and laid it triumphantly in Dad's hands. His eyes sparked and I said, "You deserve the honor of being first." Body Event 2

Dad nodded and cast. The line sailed through the air.

We watched in silence. We all waited. Dad, Evan and I. Dad held his breath, his fingers tense. Body Event 3

Suddenly the line jerked. A huge dark shape struggled under the water. Dad slowly brought it to the surface. We gasped. A huge bass.... Suddenly, Snap! The string broke under tension and the monster fled to the bottom of the lake. So we christened the point, "Bass Point." On that day, Evan and I gave the love of fishing to Dad. Body Event 4 End

Additional Teacher Resources:

Video link: See Video #2 Immersion in Action: Goal #1 Develop Background Knowledge – Noticings Using Specific Lenses from a Narrative Writing Checklist by Dr. Sandy Biondo. To view:

http://video.oakland.k12.mi.us/show?video=e20231822ac1

Video link: See Video #1 Immersion in Action: Goal #1 Develop Background Knowledge – Using a Notice/Name/Why Chart by Dr. Sandy Biondo and Nancy Hatalsky. To view:
http://video.oakland.k12.mi.us/show?video=52d74bd9ee94

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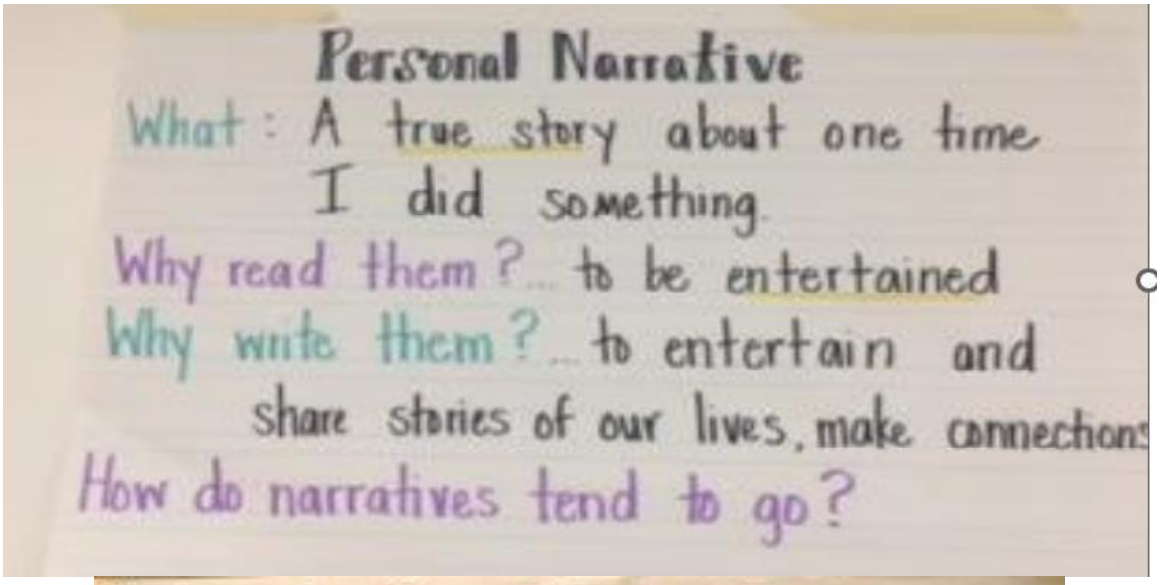
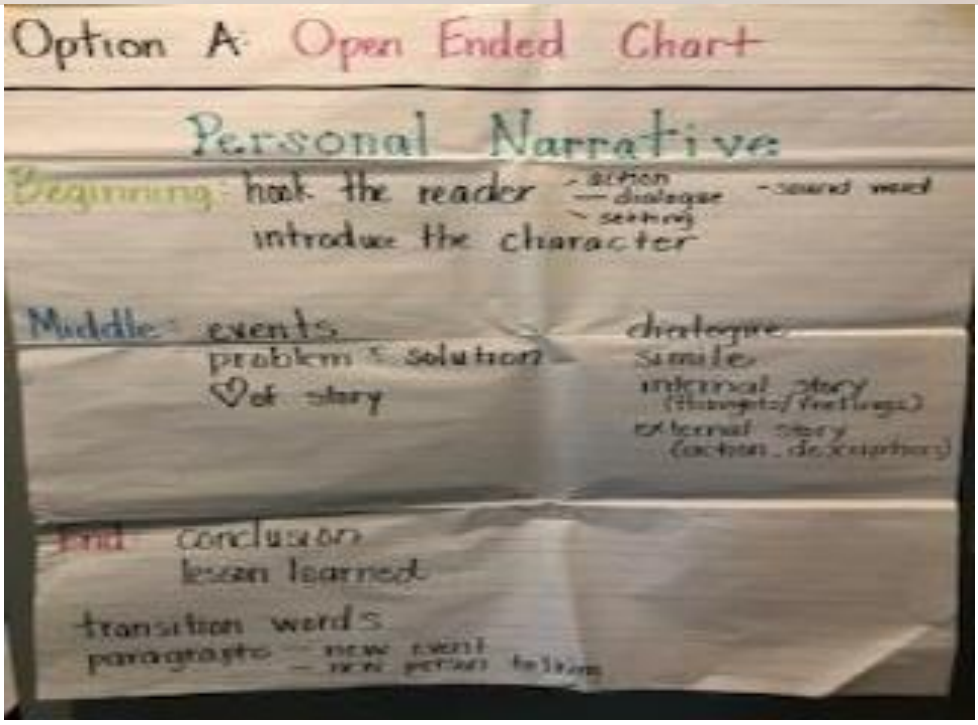
SAMPLES OF OTHER ANCHOR CHARTS SHOWING NOTICINGS

*Please note: These charts should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use their noticings as a means of formative assessment. Teachers should not try and get students to notice everything that is listed in the samples from the units. Many of these sample charts are cumulative charts-- from Immersion as well as additional information students added as they progressed and learned more. Periodically, revisit chart/s throughout the unit and ask students if they would like to add something recently learned/discovered about that text type.





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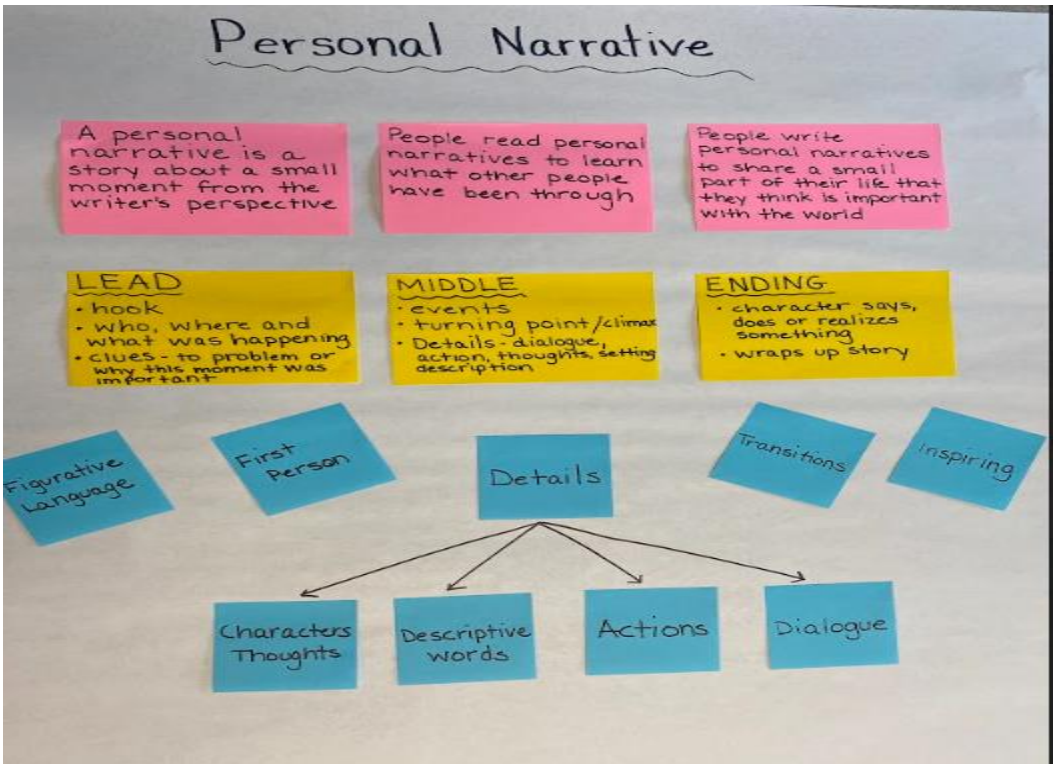

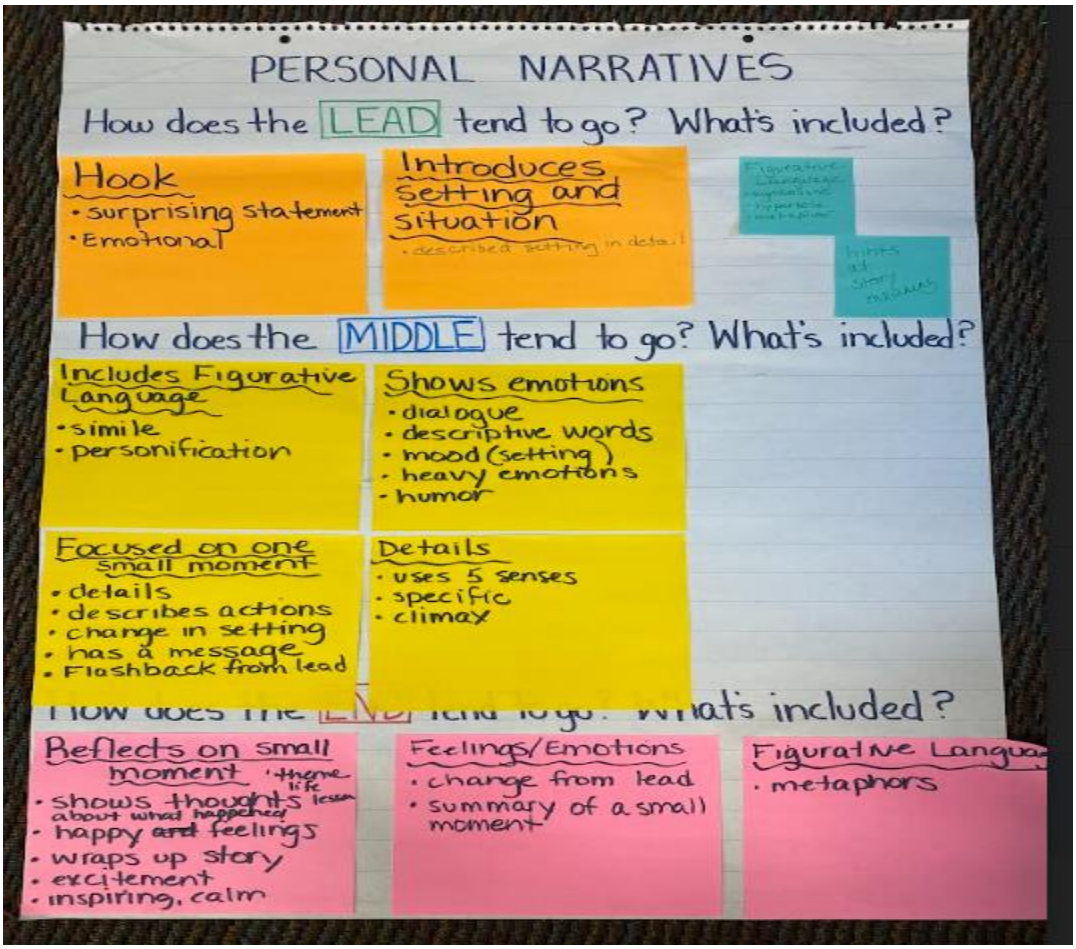

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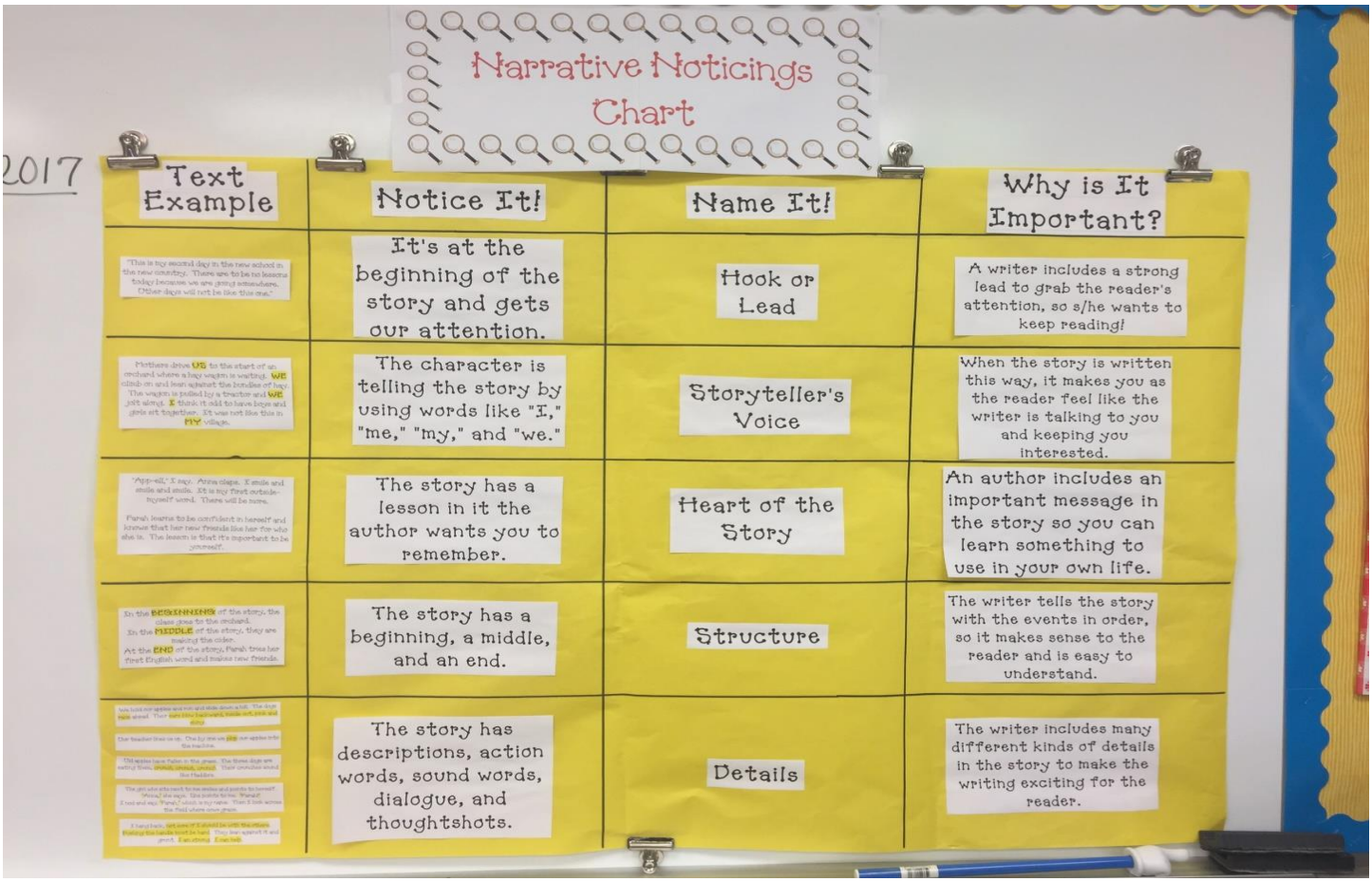

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IMMERSION Goal #1 – Develop Background Knowledge

Day 2 – A Closer Look at Events and the Turning Point

Please note: Teachers may want to move the lesson Box It and Mark It (Day 4) to Day 2 based on students' background knowledge and experience with narrative.

The purpose of this lesson is to revisit familiar mentor texts to add to existing knowledge. Select 2-3 selections for this lesson (number depends on length of text and time allotted). These pieces will be studied in-depth, looking specifically at *how* the author told the story of what happened "bit by bit" through events. Also, discuss how the plot line follows a story mountain format leading to a turning point. A turning point is a moment or point in the story where the main character realizes or learns something new because of that moment.

Possible Steps:

A. Revisit and discuss students' noticings from previous work about the middle or body of personal narratives. For example:

Middle or body –

- The author tries to tell the story bit-by-bit (storyteller's voice). Acts like it was happening right now!
- Transitions – shows passage of time: at the same time or flashback or flash-forward
- Organization
    - Story told in order in which it happens (events)
    - Uses paragraphs to separate different parts or times of the story
    - Uses paragraphs when a new character is speaking
- Narrow focus – not an "all about" story, told about *one* time the writer did something
- Details, details, details – dialogue, internal thinking, physical description, exact action, setting (add as students notice) – helps develop character, plot and heart of the story
- Show, Not Tell – brings story to life, makes a movie in the reader's mind
- Heart of the Story – the story is more than a retelling, tries to convey a big idea or message from the author
- The author realizes or learns something important to life which is shared through the story's heart or message
- Precise word choice – especially verbs, nouns, adjectives (helps paint picture in reader's mind)
- Character development – includes their thinking and responses to what happened
- May use figurative language (simile, metaphor, personification)
- Others as noted through discussion

B. Discuss what an event is. An event is what happens in the story or what the character does (e.g., what happened first, what happened next, what happened after that, what happened last, etc.). This is called the body or middle of a personal narrative.

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C. An author gets a picture in his/her mind of the events, then the writer thinks about it "bit-by-bit" or event by event.

D. The author maps out the events by creating a story mountain that builds up to the most important event or turning point. This is where the main character faces the biggest challenge or learns/changes heart and/or mind about something.

E. Events are shared through a storyteller's voice. Help students notice *how* a storyteller's voice is achieved – present tense; active verbs; as if happening right now. Elaborate on the benefits of a storyteller's voice. Provide examples of passive voice vs. storyteller's voice or active voice.

F. The author often separates events by paragraphs or skips lines to separate parts of the story.

G. Revisit a familiar text and study through the lens of events.

Two options for mapping out events:

1. make a story mountain using sticky notes for each event, or

2. identify events right in the text. Affix a sticky note on each page or paragraph naming the event (e.g., Event: tell what the character did on that page/s). For example, walked up the ladder (easiest to start with an action word or verb).

- **Use event-type prompting language, such as: What happened next? or What did the character do after that? Etc.**
- **Identify the heart of the story or turning point event. Use a heart sticky note to denote that event. Discuss what the main character realized or learned from this experience.**

H. Repeat with other mentor texts.

See samples next couple of pages.

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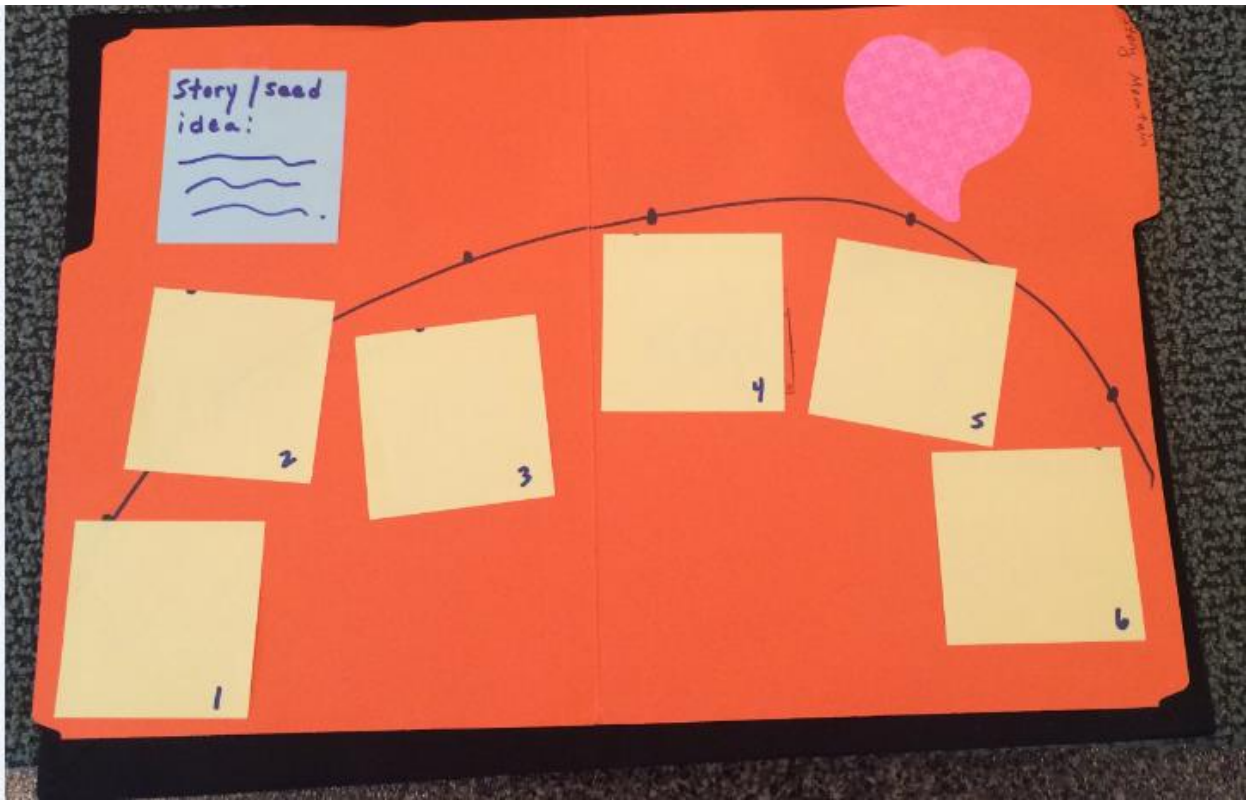

See the next few pages of different types of story mountain options.

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Example for Gifts that Count –

ORGANIZATION **A) used paragraphs to separate different parts or time of the story**
B) used paragraphs to show when a new character was speaking
C) some parts of the story were longer and more developed than others

Story mountain events by paragraphs

- **Woke up**
- **Tip-toed to dad's tent**
- **Dad answered – character talking (new character talking)**
- **Took dad to fishing spot (14 lines)**
- **Cast line**
- **Waited for fish to bite**
- **Caught fish**
- **Reflected on the experience/Ending thoughts**

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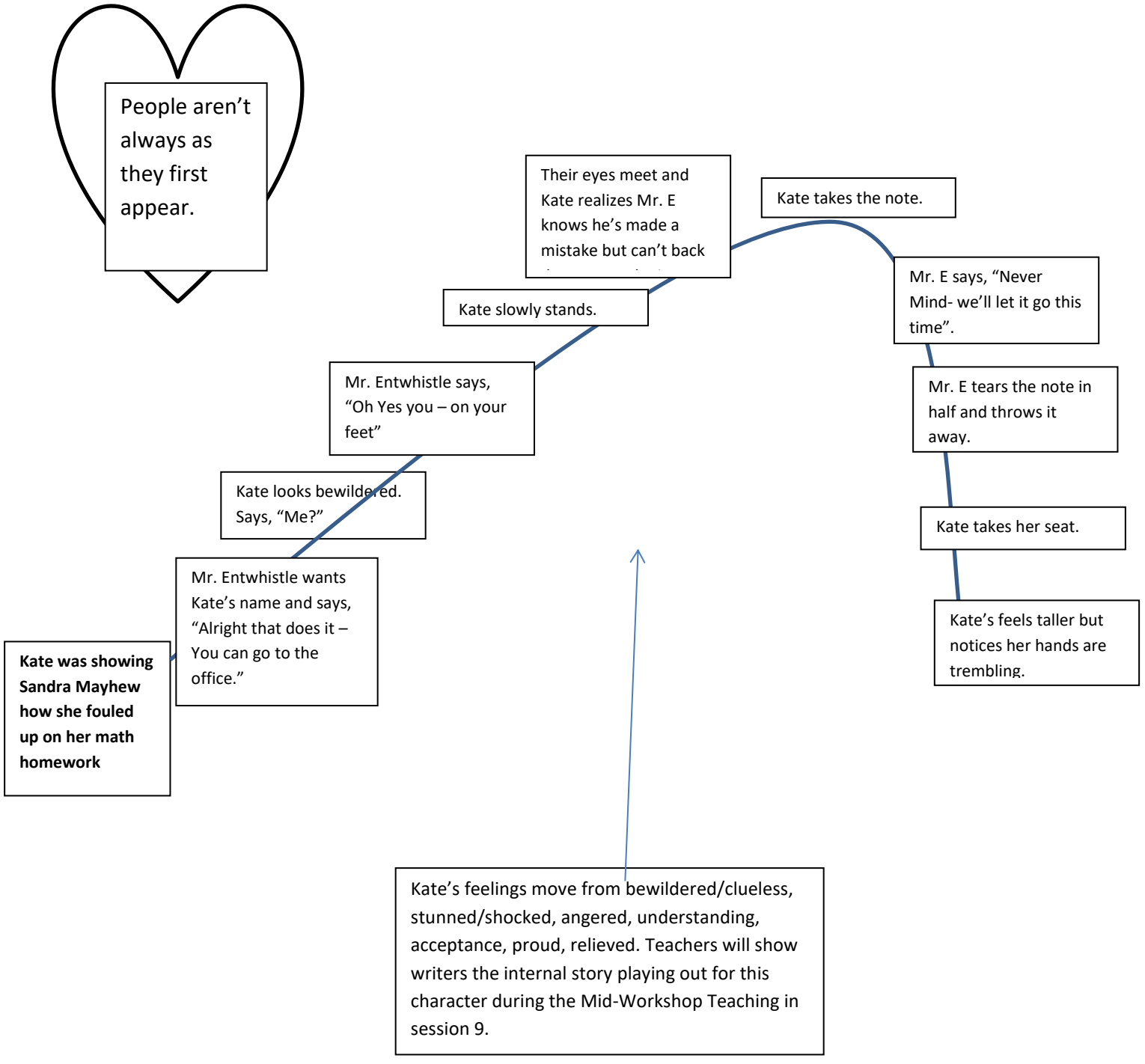
Story Arc using "Mr. Entwhistle" from Hey World Here I Am



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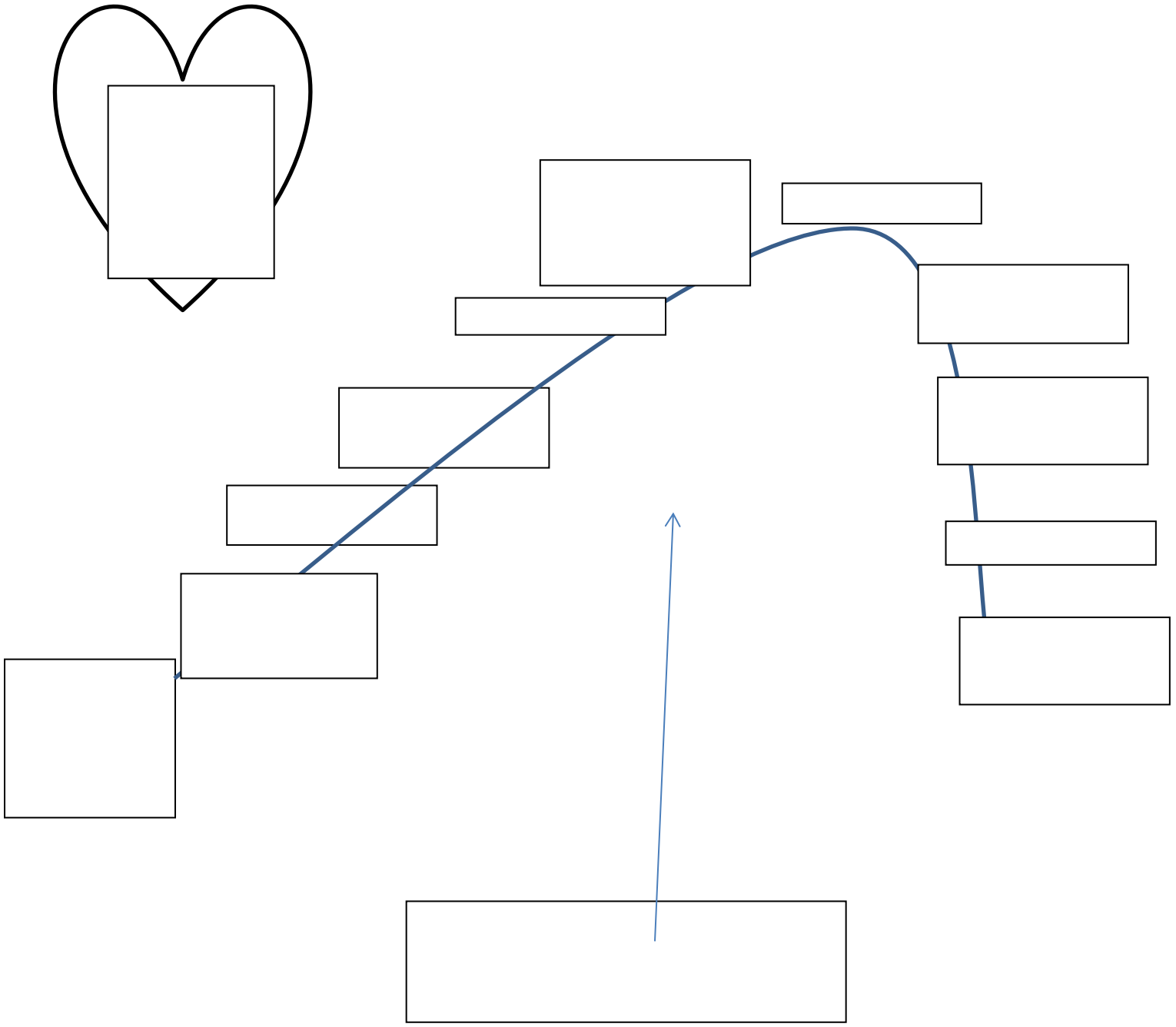

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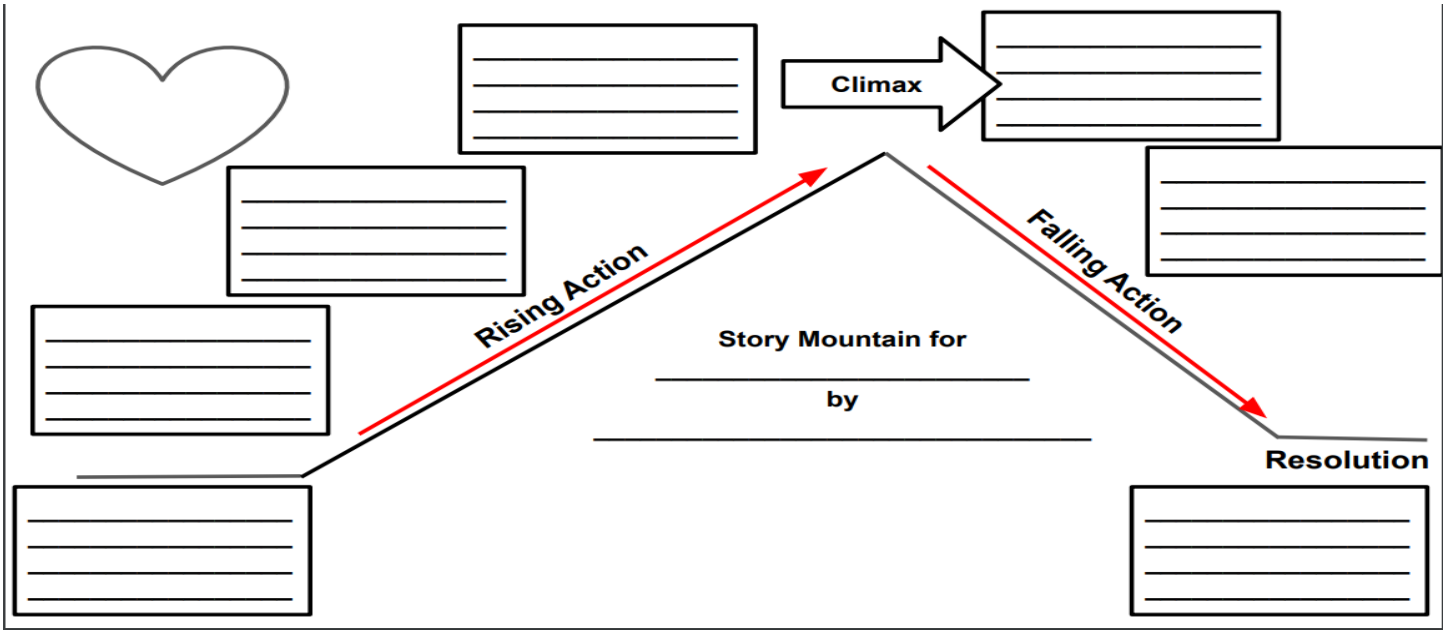
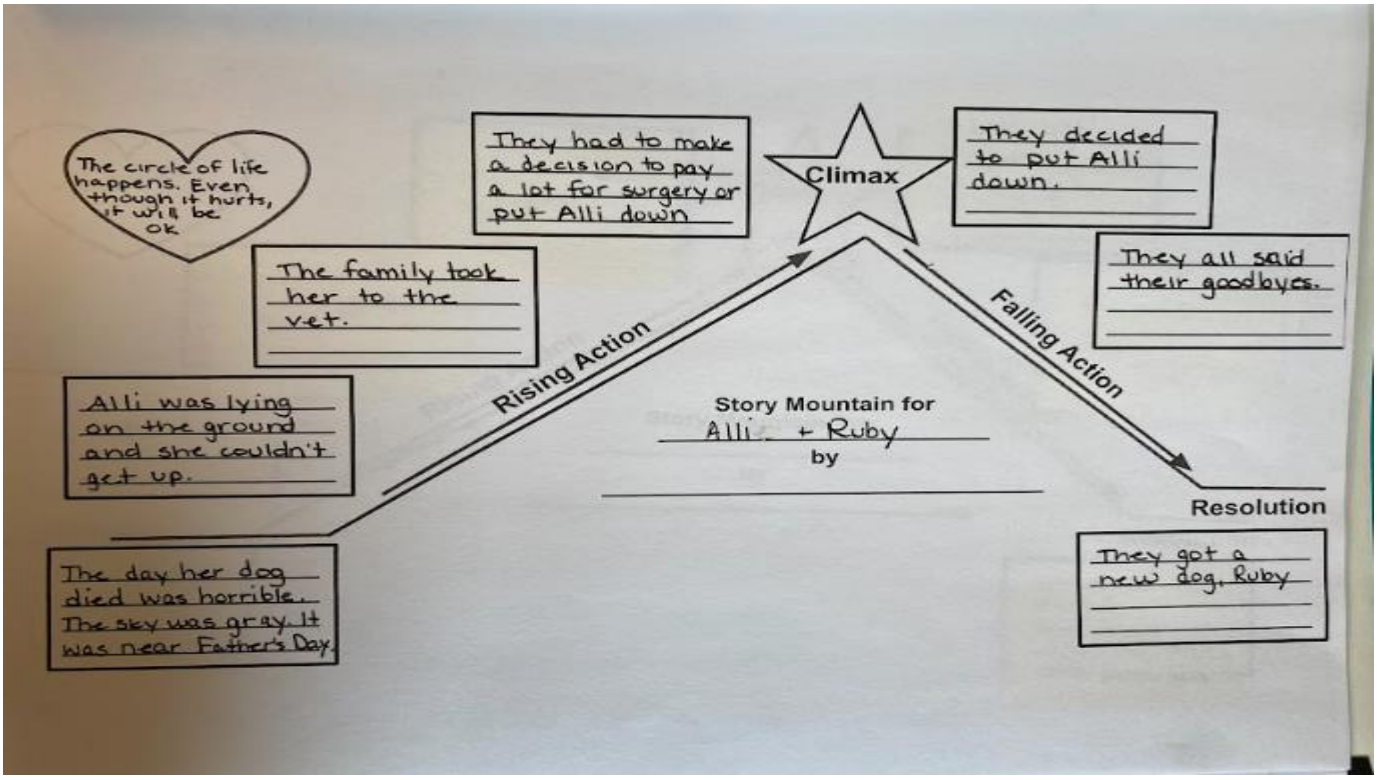
Design Story Mountain to fit Reading Program – Sample of a variation





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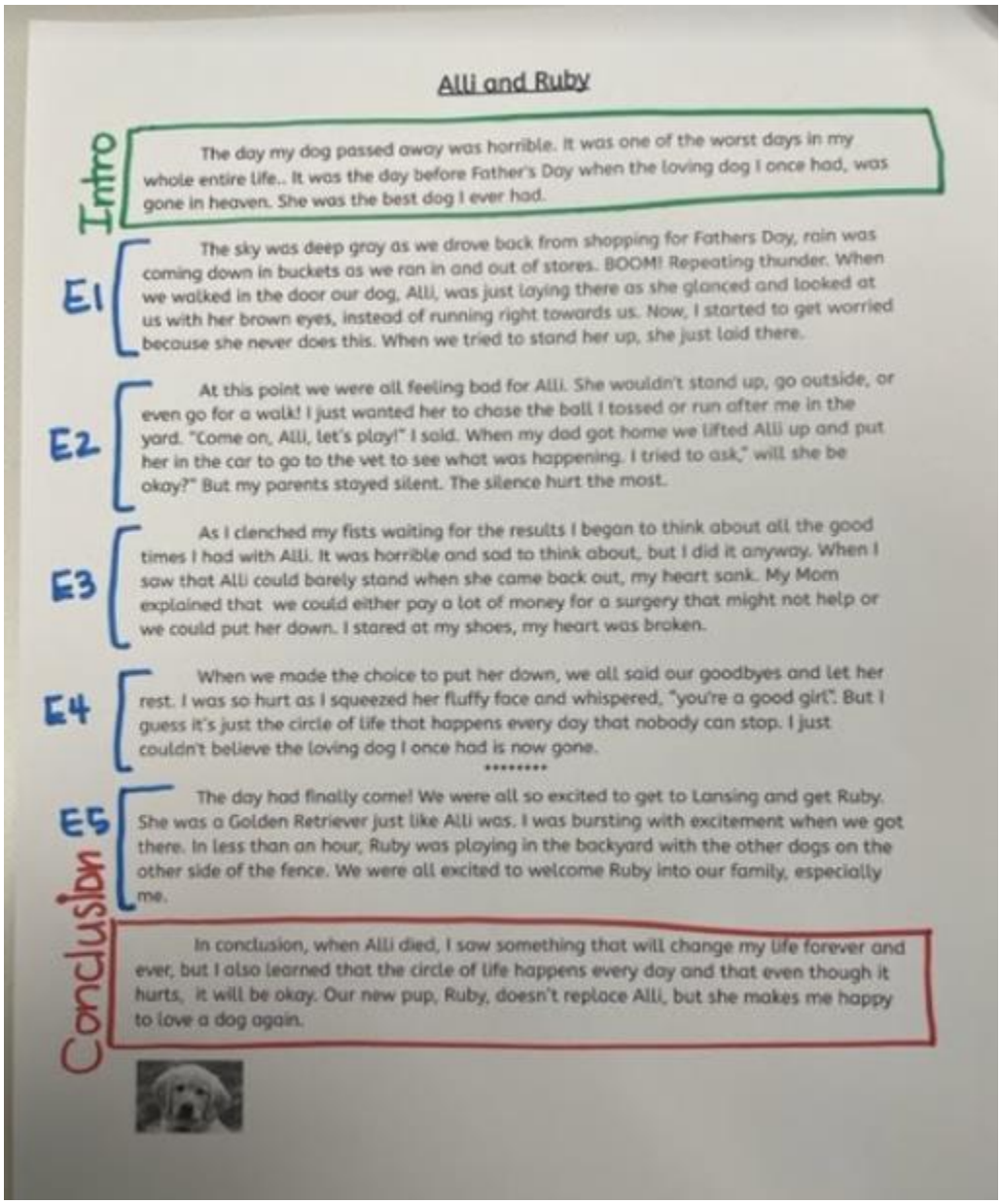
Sample Boxing of Parts – Introduction/Lead, Body – Events, Conclusion/Ending



Alli and Ruby

Intro

The day my dog passed away was horrible. It was one of the worst days in my whole entire life.. It was the day before Father's Day when the loving dog I once had, was gone in heaven. She was the best dog I ever had.

E1

The sky was deep gray as we drove back from shopping for Fathers Day, rain was coming down in buckets as we ran in and out of stores. BOOM! Repeating thunder. When we walked in the door our dog, Alli, was just laying there as she glanced and looked at us with her brown eyes, instead of running right towards us. Now, I started to get worried because she never does this. When we tried to stand her up, she just laid there.

E2

At this point we were all feeling bad for Alli. She wouldn't stand up, go outside, or even go for a walk! I just wanted her to chase the ball I tossed or run after me in the yard. "Come on, Alli, let's play!" I said. When my dad got home we lifted Alli up and put her in the car to go to the vet to see what was happening. I tried to ask," will she be okay?" But my parents stayed silent. The silence hurt the most.

E3

As I clenched my fists waiting for the results I began to think about all the good times I had with Alli. It was horrible and sad to think about, but I did it anyway. When I saw that Alli could barely stand when she came back out, my heart sank. My Mom explained that we could either pay a lot of money for a surgery that might not help or we could put her down. I stared at my shoes, my heart was broken.

E4

When we made the choice to put her down, we all said our goodbyes and let her rest. I was so hurt as I squeezed her fluffy face and whispered, "you're a good girl". But I guess it's just the circle of life that happens every day that nobody can stop. I just couldn't believe the loving dog I once had is now gone.

****

E5

The day had finally come! We were all so excited to get to Lansing and get Ruby. She was a Golden Retriever just like Alli was. I was bursting with excitement when we got there. In less than an hour, Ruby was playing in the backyard with the other dogs on the other side of the fence. We were all excited to welcome Ruby into our family, especially me.

Conclusion

In conclusion, when Alli died, I saw something that will change my life forever and ever, but I also learned that the circle of life happens every day and that even though it hurts, it will be okay. Our new pup, Ruby, doesn't replace Alli, but she makes me happy to love a dog again.

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IMMERSION Goal #1 – Develop Background Knowledge

Day 3 – A Closer Look at Elaboration – Saying More through Details, Details, Details

This lesson focuses on the concept of "Saying More." It helps students notice how authors develop characters, setting, and plot, especially the heart of the story, through the use of details (e.g., dialogue, setting, internal thinking, character action and physical description). Modify this lesson to meet the needs of your students.

Background Information

1. Select 2-3 previously read and discussed selections for this lesson (number depends on length of text and time allotted). These familiar pieces will be studied in-depth through writerly eyes, looking specifically at details. The five details highlighted at the elementary level are dialogue, setting, internal thinking, character action and physical description. Additionally, at this level, young writers should include figurative language (e.g., simile, metaphor and personification), so readers can picture the setting, characters, and events. The goal is for fifth graders to use a storyteller's voice to share a story bit-by-bit and to include precise details to highlight characters and the storyline. Fifth graders strive to bring a story to life by painting pictures in a readers' minds through the use of specific details. Check with fourth grade staff on what types of details were studied last year.

2. It is suggested to use the detail hand graphic. Many teachers enlarge to poster-size and keep on display. Some teachers also give students a mini copy to keep in their writing folders. See resource section.
   Tip: When discussing details, teachers often say, "Remember to add details, details, details." While saying this, they do the gesture of touching index finger to thumb (details), middle finger to thumb (details), and ring finger to thumb (details).

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Lesson Steps:

A. **Review, Define and Discuss Purpose of Details, Details, Details**
Discuss how and why authors try to paint pictures in readers' minds. Since the reader wasn't there, the author has to provide information so the reader can feel like s/he was there. One way to do this is through elaboration. Explain that when an author shares an event they often "say more" about that event through elaboration. Additionally, when an author wants to bring a character to life they share things about the person through the use of precise details as physical description, dialogue, character action and internal thinking. Authors elaborate through what we call details. Details help readers to see, feel, hear and experience what the writer did. Details are like playing a movie or DVD in the reader's mind. Details may be included in pictures and/or words.

There are several ways an author shares narrative details. Define and explain the details that will be the focus of this lesson (e.g., dialogue, setting, internal thinking, character action and/or physical description). Show detail hand graphic (see appendix).

Explain why we often say, "Details, details, details." In order to paint a picture in the reader's mind several details are needed to develop characters, setting, and the plot of the story, especially the heart of the story. Strive to write long about characters and events.

B. **Review, define and discuss the purpose of figurative language:** simile, metaphor and personification. Provide an example of each from familiar text.

C. **How do authors share precise details and figurative language?**
Typically, authors at this level share details through words and sentences. Authors may include details right there in the same sentence that tells the event or they may "say more" by adding additional sentences. Provide example of details at the word level (e.g., black, fluffy retriever) or at the sentence level (e.g. The enormous roller coaster loomed above us like a giant spider ready to snatch its prey. There were five loops each measuring at least 50 feet and a plateau at the very top resembling a cliff. Hmm, no way I said to myself. Was I really going to risk my life on this demon to prove a point?)

D. **Select a few mentor texts that have several different examples of precise details and figurative language.** Discuss how these details paint pictures in the reader's mind.

See next page for a sample lesson of studying details in a mentor text.

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SAMPLE LESSON FOR DETAILS, DETAILS, DETAILS – 5TH GRADE

Mentor Text: "Gifts that Count" by Miles

Permission granted to use "Gifts that Count" in Narrative Craft, Grade 5, Unit 1 by Lucy Calkins and Alexandra Marron (2013). Portsmouth, NH: Heinemann. Figure 20-3 p. 183 ISBN-13: 978-0-325-04740-9

Possible Steps:

1. **Define Elaboration and details. Display detail hand and define each again if needed.**

2. **Revisit importance of developing characters, setting and plot through the use of blending precise details.**

3. **Use "binoculars" to zoom in on specific details looking for precise examples from the text.**

4. **Description – how a person, place or thing looks**

   -beautiful red morning sun

   -a piece of land that snatched my heart

   -I shepherd him between two rows of trees, out into the sun light, onto my point. The point was covered with soft meadow grass, sprinkled with tiny wild flowers.

   - His eyes sparkled…

   -The line sailed through the air.

   -Line jerked

   -A huge dark shape struggled under the water

   -Suddenly, snap! The string broke under the tension and the monster fled to the bottom of the lake.

5. **Action – What did the character do with hands, feet, and/or face?**

   -I tip-toed over to Dad's tent and unzipped it.

   -I shepherd him between two rows of trees…

   - Then, from its hiding place I drew forth a fishing rod and laid it triumphantly in Dad's hands.

   - His eyes sparkled…

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- Dad nodded and cast. The line sailed through the air.

-We watched in silence. We all waited; Dad, Mom, Evan and I. Dad held his breath, his fingers tense.

-Dad slowly brought it to the surface.

-We gasped.

6. **Dialogue - talking (used sparingly, but gets the point)**

- "Dad, let me show you your Father's Day present." "Ok" he answered.

- His eyes sparkled and I said, "You deserve the honor of being first."

7. **Internal thinking – what someone is thinking or feeling**

-I watched dad take in this precious bit of the world and knew I had given him the right gift.

-So, we christened the point, "Bass Point." On that day, Evan and I gave the love of fishing to Dad.

8. **Discuss how the details help relay the heart of the story. What feeling and message do you get from all the details, details, details?**

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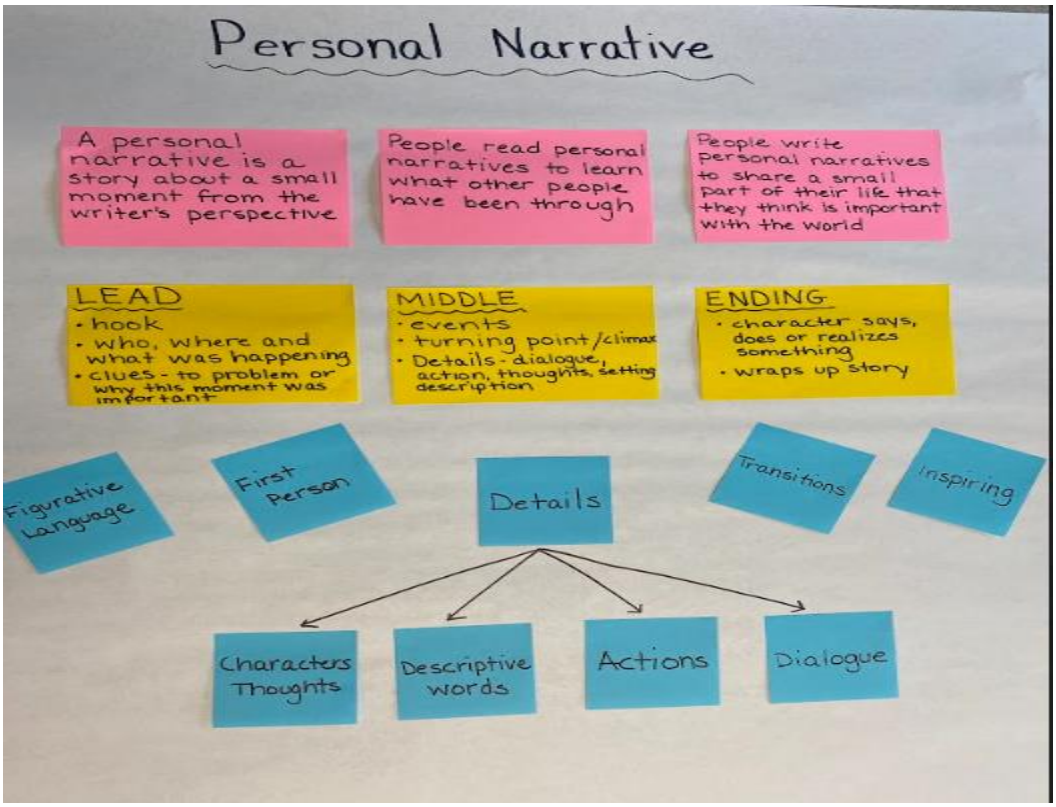
SAMPLE ANCHOR CHARTS – focus on Details



•	Characters talking	Dialogue	• Helps us picture/hear what is happening
•	Where the story happens	Setting	• Helps us picture where the character is
	What the character is thinking inside his/her head	Internal Thinking	• Helps us picture what the character is thinking and feeling
•	What character is doing with his/her body	Character Action	• Helps us picture what the character is doing with feet, hands, and face

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IMMERSION Goal #1 – Develop Background Knowledge

Day 4 – BOX IT AND MARK IT

Please note: Teacher may want to do this lesson as Day 2.

Break this lesson into two parts: class activity and a partner activity.

1. **Select a familiar personal narrative, preferably a student-authored, teacher-authored or class-shared writing piece from a previous class. As a class, Box It and Mark It Up. See next page for specifics.**

   Class Activity Example - Read, Study and Discuss: Big Sister p. 442, *Writing Pathways: Performance Assessments and Learning Progressions*, Grade K-8 by Lucy Calkins (2015, Heinemann). Suggestion – Remove side annotations before duplicating.

2. **Provide students with a different familiar personal narrative piece, preferably a student-authored, teacher -authored or class-shared writing piece from a previous class. Have them in partnerships Box It and Mark It Up.**

   Partner Activity Example - Read, Study and Discuss: Sooper Dooper Looper Survival by student. See Appendix.

   If the selections noted above are not available or better alternatives are found, list texts to be used below:

   Read, Study and Discuss: List text plan to use - _____ (class activity)

   Read, Study and Discuss: List text plan to use - _____ (partner activity)

Teacher Notes:

- The anchor chart, Personal Narrative Immersion Noticings Chart – 5th Grade, may be helpful in facilitating discussion. See chart developed on Day 1.
- Replace sample pieces in this packet with ones from your school – student-written, teacher-written or class-shared pieces.
- Facilitate a class discussion based on discoveries from activity. Add new information to anchor chart.

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BOX AND MARK IT ACTIVITY – PERSONAL NARRATIVES

1. **Box It:** **Draw a box around each of the following parts: Lead Body Ending**

2. **Mark Up and label these items:**

Lead/Introduction

A. **Hook – where the author hooks the reader (try to name the type)**

B. **Background information: who, where, and what was happening**

C. **Clues – what would be important about this moment OR a clue to the problem or conflict**

Body*

***Do for each paragraph and/or event**

A. **Transition word or phrase – circle (types: signals event, shows how much time went by, shows when things happened, etc.)**

B. **Identify each event (e.g., Event #1, Event #2, etc.)**

C. **Identify the turning point event with a heart.**

D. **Label details (e.g., dialogue, internal thinking, character action, setting, physical description).**

E. **Label sensory details and figurative language (e.g., similes and metaphors).**

Ending /Conclusion

A. **Use arrow to show how ending connects to beginning or main part of the story.**

B. **Identify part where the character said, did, or realized something at the end that came from what happened in the story.**

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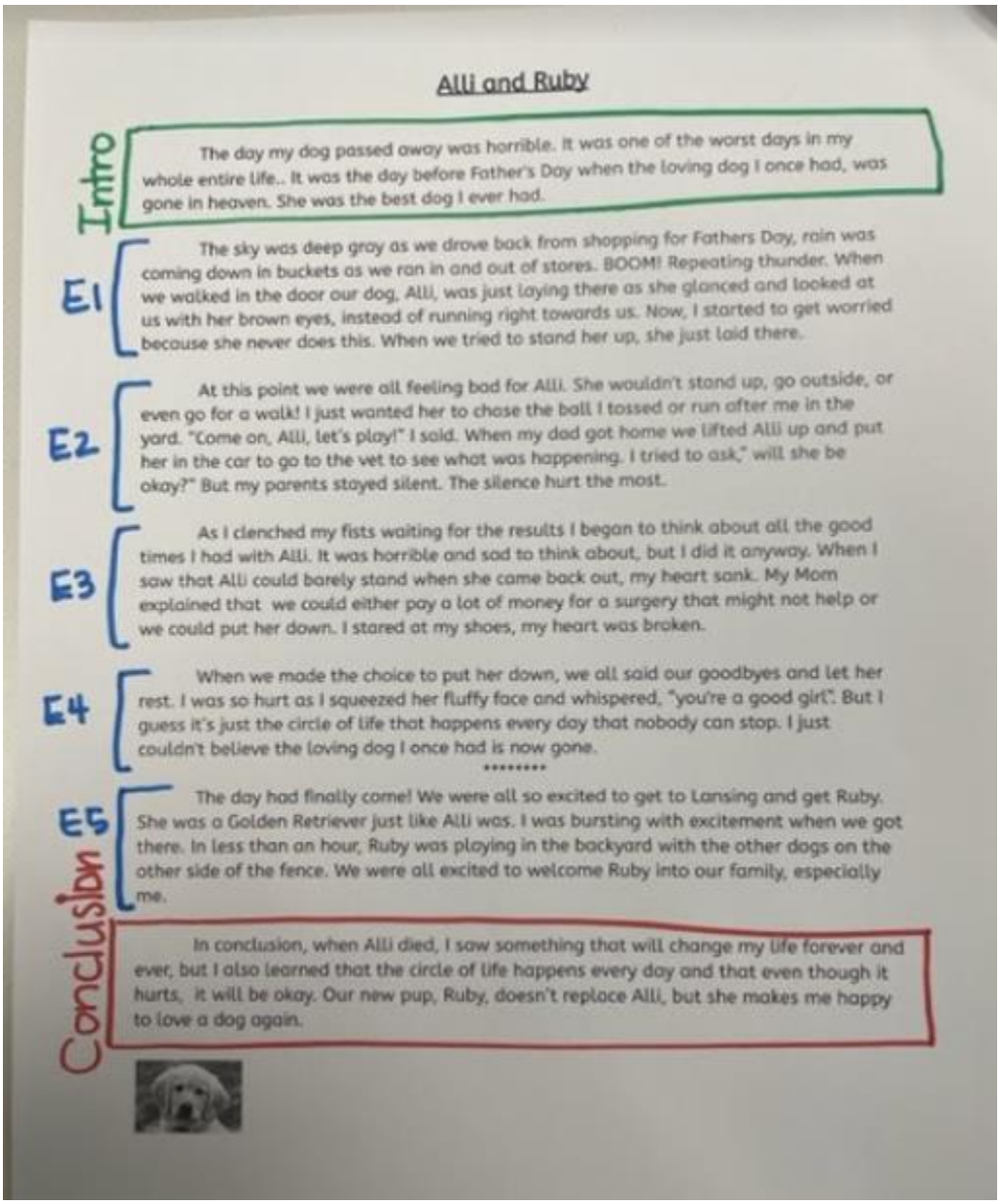
Sample



Alli and Ruby

Intro

The day my dog passed away was horrible. It was one of the worst days in my whole entire life.. It was the day before Father's Day when the loving dog I once had, was gone in heaven. She was the best dog I ever had.

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The sky was deep gray as we drove back from shopping for Fathers Day, rain was coming down in buckets as we ran in and out of stores. BOOM! Repeating thunder. When we walked in the door our dog, Alli, was just laying there as she glanced and looked at us with her brown eyes, instead of running right towards us. Now, I started to get worried because she never does this. When we tried to stand her up, she just laid there.

E2

At this point we were all feeling bad for Alli. She wouldn't stand up, go outside, or even go for a walk! I just wanted her to chase the ball I tossed or run after me in the yard. "Come on, Alli, let's play!" I said. When my dad got home we lifted Alli up and put her in the car to go to the vet to see what was happening. I tried to ask," will she be okay?" But my parents stayed silent. The silence hurt the most.

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As I clenched my fists waiting for the results I began to think about all the good times I had with Alli. It was horrible and sad to think about, but I did it anyway. When I saw that Alli could barely stand when she came back out, my heart sank. My Mom explained that we could either pay a lot of money for a surgery that might not help or we could put her down. I stared at my shoes, my heart was broken.

E4

When we made the choice to put her down, we all said our goodbyes and let her rest. I was so hurt as I squeezed her fluffy face and whispered, "you're a good girl". But I guess it's just the circle of life that happens every day that nobody can stop. I just couldn't believe the loving dog I once had is now gone.

****

E5

The day had finally come! We were all so excited to get to Lansing and get Ruby. She was a Golden Retriever just like Alli was. I was bursting with excitement when we got there. In less than an hour, Ruby was playing in the backyard with the other dogs on the other side of the fence. We were all excited to welcome Ruby into our family, especially me.

Conclusion

In conclusion, when Alli died, I saw something that will change my life forever and ever, but I also learned that the circle of life happens every day and that even though it hurts, it will be okay. Our new pup, Ruby, doesn't replace Alli, but she makes me happy to love a dog again.

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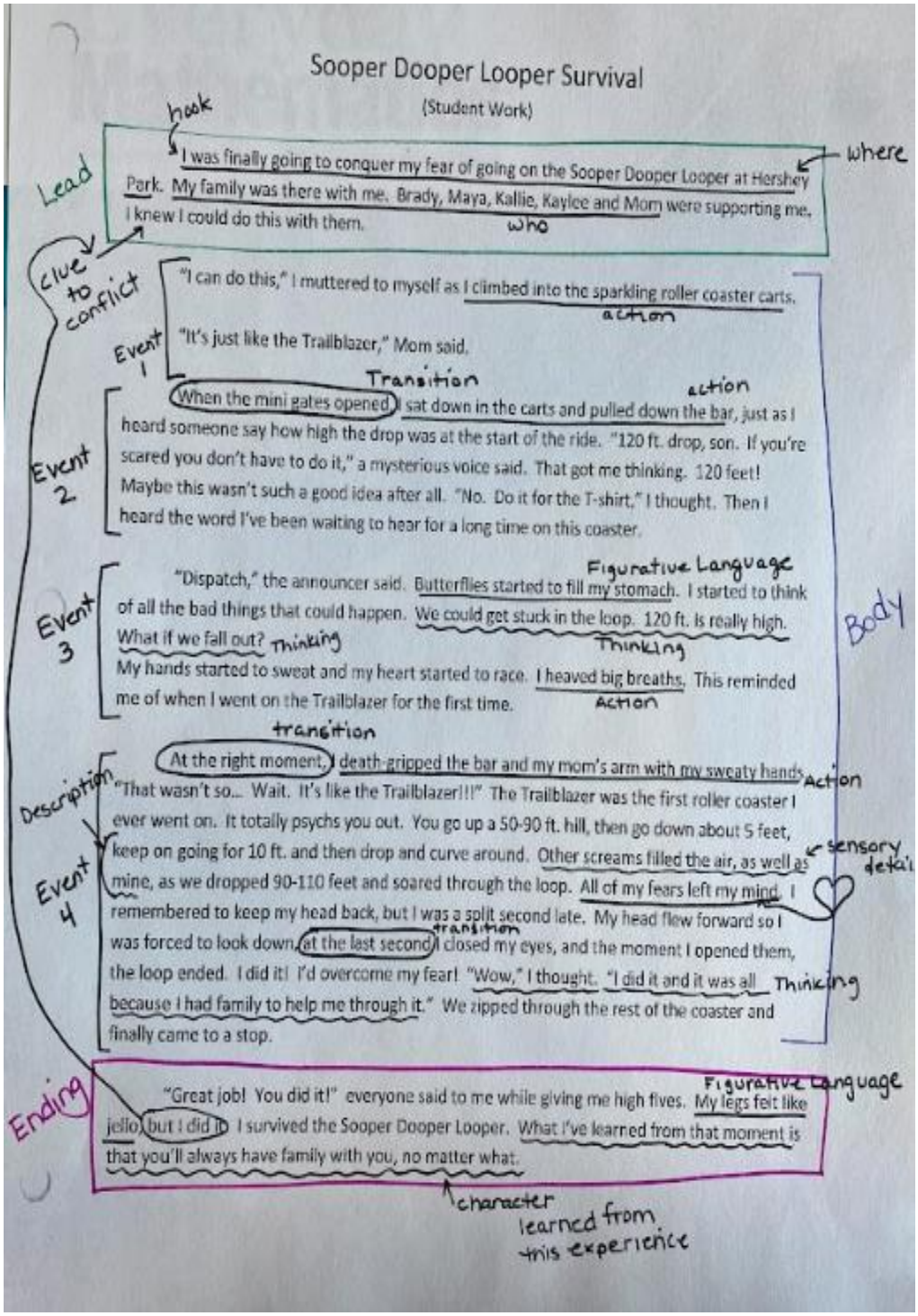
Sample



Sooper Dooper Looper Survival

(Student Work)

hook

Lead

I was finally going to conquer my fear of going on the Sooper Dooper Looper at Hershey Park. My family was there with me. Brady, Maya, Kallie, Kaylee and Mom were supporting me. I knew I could do this with them.

where

who

clue to conflict

Event 1

"I can do this," I muttered to myself as I climbed into the sparkling roller coaster carts.

action

"It's just like the Trailblazer," Mom said.

Transition

Event 2

When the mini gates opened, I sat down in the carts and pulled down the bar, just as I heard someone say how high the drop was at the start of the ride. "120 ft. drop, son. If you're scared you don't have to do it," a mysterious voice said. That got me thinking. 120 feet! Maybe this wasn't such a good idea after all. "No. Do it for the T-shirt," I thought. Then I heard the word I've been waiting to hear for a long time on this coaster.

action

Figurative Language

Event 3

"Dispatch," the announcer said. Butterflies started to fill my stomach. I started to think of all the bad things that could happen. We could get stuck in the loop. 120 ft. is really high. What if we fall out?

Thinking

Thinking

My hands started to sweat and my heart started to race. I heaved big breaths. This reminded me of when I went on the Trailblazer for the first time.

action

Body

transition

Description

Event 4

At the right moment, I death-gripped the bar and my mom's arm with my sweaty hands.

Action

"That wasn't so... Wait. It's like the Trailblazer!!!" The Trailblazer was the first roller coaster I ever went on. It totally psychs you out. You go up a 50-90 ft. hill, then go down about 5 feet, keep on going for 10 ft. and then drop and curve around. Other screams filled the air, as well as mine, as we dropped 90-110 feet and soared through the loop. All of my fears left my mind. I remembered to keep my head back, but I was a split second late. My head flew forward so I was forced to look down, at the last second I closed my eyes, and the moment I opened them, the loop ended. I did it! I'd overcome my fear! "Wow," I thought. "I did it and it was all because I had family to help me through it." We zipped through the rest of the coaster and finally came to a stop.

sensory detail

transition

Thinking

Ending

Figurative Language

"Great job! You did it!" everyone said to me while giving me high fives. My legs felt like jello, but I did it. I survived the Sooper Dooper Looper. What I've learned from that moment is that you'll always have family with you, no matter what.

character learned from this experience

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IMMERSION Goal #1 – Develop Background Knowledge

Day 5 – Narrative Scavenger Hunt

This lesson focuses on students applying what they have discovered to recognize narrative features in sample texts. It is a fun and engaging way for teachers to determine how well students understand and can locate and describe narrative characteristics.

Steps

1. Select multiple narrative texts for this activity (e.g., literature books, student-authored work, teacher-written pieces and class-shared pieces). Each student pair should have 2-3 selections. Ideally, this should be ones they have already read and discussed.

2. Make a list of narrative features that students have identified through this Immersion study. See sample list. Tip: Use district assessment tool, such as ***Writing Pathways*** by Lucy Calkins, to determine essential items.

3. Using template provided, insert a name and descriptor for each feature. Consider adding icon examples for each. These may be found in ***Writing Pathways*** checklists or district checklists.

4. Make a copy of the scavenger hunt for each partnership. See subsequent pages. Another option: This website creates bingo type of sheets – myfreebingocards.com

5. Provide 2-3 narrative texts to each group.

6. Set a timer and ask partnerships to find and place a sticky note on the items in the selection that are on the scavenger hunt grid. Write the name of that item on the sticky note. If a copy of the text is provided, they could write directly on the paper.

7. When time is up, ask partnerships to show what they found and where in the text they found that characteristic. If possible, have students place their texts on a document camera as they talk about it.

8. Have partnerships count the number of features they found. Challenge them to "beat their score" with another text.

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Possible Scavenger Hunt Items: (modify items and descriptors to match discoveries from Immersion)

1. Dialogue – what a character says (detail)
2. Internal Thinking- what a character thinks or feels (detail)
3. Setting- where and when a story takes place (detail)
4. Character Action – what a character does with hands, feet, face or body (detail)
5. Physical Description – what a person, place or thing looks like (detail)
6. Sensory Details – what a person sees, feels, hears, touches or tastes
7. 1st person narrative – using the word I, telling a true story from the writer's life
8. Metaphor – comparison between two unlike things - figurative language (4th and 5th)
9. Simile – comparing two unlike things using like or as - figurative language (4th and 5th)
10. Symbolism – the use of symbols to represent ideas or qualities; using an object that signifies or represents an idea (5th)
11. Type of lead - Introduces the characters and what will become a challenge (lead 3rd)
12. Type of lead - Introduces the setting (lead 3rd)
13. Lead shows what was happening and where (lead 4th & 5th)
14. Lead shows clue of what later becomes problem or turning point for main character (5th)
15. Transitions that signal an event (3rd)
16. Transitions to show time went by (4th and 5th)
17. Flashback (5th)
18. Flashforward (5th)
19. Action, talk, or feeling ending (3rd, 4th, 5th)
20. Ending connects to beginning or middle of story (4th and 5th)
21. Ending where character said, did or realized something (5th)
22. Paragraphs for events and dialogue (3rd, 4th, 5th)
23. Heart of Story
24. Specific, precise verbs
25. Specific, precise nouns
26. Personification (4th and 5th)
27. Varied sentence structure (5th)
28.

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Narrative Writing Scavenger Hunt

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Narrative Writing Scavenger Hunt

Storyteller voice	Figurative Language	Physical description of person, place or thing
Transitions- showing passage of time	Dialogue	Internal thinking
Lead	Ending with heart of the story	Precise word choice

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OPTIONAL LESSON – do during Immersion or Writing Workshop Lessons

Goal 1 - DEVELOP BACKGROUND KNOWLEDGE

STUDENT CHECKLIST CONNECTION

Students should be using a checklist to guide their work throughout a unit. Teachers may develop their own or use one from a resource such as Writing Pathways (2015) by Lucy Calkins or one included in a Michigan Association of Intermediate School Administrators (MAISA) writing unit. This checklist should align to items that were discovered during Immersion. If using student checklists from *Writing Pathways* (2015) by Lucy Calkins or MAISA, show students the connection between what they discovered during Immersion and what is on the checklist. Help them understand why every item they noticed isn't on the checklist. The Immersion list may go more in-depth than the Writing Pathways checklist and include more items. For example, the 3rd grade checklist says: *I worked to show what happened to (and in) my characters*. The immersion checklist may also list internal and external attributes used in stories to discuss main characters.

Share with students and explain how they can use this checklist in two ways:

1. As a guide for what to include in their work, or
2. As a goal setting sheet to help students determine possible items/areas to focus on in their development as writers.

TIP: Use the checklist as a guide of various items a teacher wants students to notice as they study that text type. Also, the checklist will provide terminology for naming an item recorded on the Immersion anchor chart. The checklist terminology will help build writing discourse and vocabulary.

Source: Calkins, Lucy. (2015). Writing Pathways: Performance Assessments and Learning Progressions, Portsmouth, NH: Heinemann.

Video link: See Video #2 Immersion in Action: Goal #1 Develop Background Knowledge – Noticings Using Specific Lenses from a Narrative Writing Checklist by Dr. Sandy Biondo. To view:

http://video.oakland.k12.mi.us/show?video=e20231822ac1

Please note: Teachers may also view this lesson to learn more about how to facilitate effective discussion around narrative noticings.

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IMMERSION Goal #2 – Generate Possible Writing Ideas

Linking Mentor Texts with Writing Ideas

Please see Writing Unit of Study lesson plan packet for lesson on Goal #2: Generating Possible Writing Ideas (i.e., Session 1 - Writers generate story ideas by thinking of turning point moments). Teachers may choose to move that lesson here or do it once the writing unit of study begins. Additionally, some teachers may choose to fill in this chart at the end of each day of Immersion lessons for Goal #1.

Strategies for Collecting Personal Narrative Writing Ideas

- A turning point in my life – a first time, last time, only time
- A time something was really hard
- A time I learned something about myself or someone else
- A time I realized something about a person
- A visit to a place that made me realize something new
- A time I learned something new
- A time I learned a lesson
- A time when I had a strong emotion – examples: proud, sad, happy, embarrassed, etc.
- Other

Suggestion: Match up mentor text studied during Immersion with the category it fits from the list above. Think in terms of the main character. Sample Class Anchor Chart -

Book/Selection	Turning Point Category	Turning Point Moment	What did the character learn, realize or change mind/heart

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Name _____ Sample Student Chart

POSSIBLE WRITING IDEAS		
Turning Point Category	**Connection to MY Life – Possible Writing Ideas…**	**What I learned, realized, changed my heart and mind about due to this moment**

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Goal #3: Try It – Shared Class Writing

May begin anytime during the Immersion Phase.

General Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as a scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. **Therefore, it is not the intent to have this be a "polished" product, but rather a "rough" draft that has missing elements.** Intentionally, don't create a finished product. A 'bare bones' piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a "flash" draft, meaning it was drafted quickly or in a "flash" to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume - having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write "flash" drafts – quickly write a draft knowing writers can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged, if not required, to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on describing words, students would go back to earlier drafts and add (or revise) descriptive language.

Depending on the text type and form, a class-shared flash draft may be completed in one setting or over the course of a few days. Typically, a narrative story with lots of pages takes days. Model going through the writing process as the class piece is written: Generate Ideas, Rehearse, Plan, and Draft. Revision work can be done later in the unit.

Highly recommend the following resource book: Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5.* Stenhouse Publishers - www.stenhouse.com

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Class Shared Writing – Personal Narrative Story with a Turning Point

It is suggested that the class piece *be done during the Shared Writing component* of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. As the unit progresses and students learn more about personal narrative writing, go back and revise based on their new knowledge. Encourage students to do the same – go back to earlier pieces and revise, just like the class did with the shared writing piece.

- The following is a sample sequence of shared writing lessons. Adjust based on time available and students' needs. Some days may be combined.
- Generate some possible story ideas ahead of time to expediate the process. Put on a chart.

Day 1

1. Discuss possible story ideas. Select one.
2. Start the writing process: Generate Ideas – discuss story idea and the conflict or challenge the main character may experience. Brainstorm possible events and the turning point of the story. What could be the heart of the story?
3. Rehearse - Discuss how to create a picture in readers' minds of events and how to put them into words.
4. Model and engage in rehearsal steps: tell across your hand, tell a partner, act it out, etc.
5. Have various students model telling the story across their hands.

Day 2

1. Revisit rehearsing the story.
2. Plan: Make a story mountain of events (suggestion: use a verb to help name events, use heart symbol for turning point)
3. Focus on the lead: Paragraph 1 – Sample teacher talk: *Beginning – What did we learn about the lead of personal narrative stories that have turning points? What should we include in ours? How should it go?*
4. Draft.

Days 3+4

1. Review previous day's work.
2. Rehearse and plan the body of the piece. Sample teacher talk: *What did we learn about the middle or body of a personal narrative? Let's get a picture in our minds again of the events. What happened first, what happened next, what happened after that, then what happened, etc. Let's keep in mind the turning point leading to the heart of the story.*
3. Draft as many events as time allows.

Day 5

1. Review previous day's work.
2. Focus on the ending. Sample teacher talk: *What did we discover about the ending of these personal narratives? How should ours go?*
3. Draft.

As the unit progresses, go back and revise by adding details to each event, especially the heart of the story. Also, further develop the main character after learning more about character development during the unit.

Please note: Due to this unit starting at the beginning of school, it may be challenging to have a shared class experience. Therefore, the Class Shared Writing Piece might be a teacher story that the class helps to write.

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Class Shared Writing Piece – Early Draft

"Bucket Of Terror"

It was just an ordinary day in Dearborn, Michigan. My sister Kim and I were playing tag with my brother John, and our cousins Bill and Rob in my aunt's front yard. It was a hot day in July. Everyone was having fun, until the neighbor boys showed up with a "bucket of terror".

Out of nowhere, my cousins' friends showed up at their house. All the boys gathered around to talk, leaving Kim and me feeling left out. We wondered what they were talking about. A moment later, the boys all asked if they could dump water over the two of us. We screamed "Yes!" Kim and I soon regretted our decision.

Suddenly, without warning, John, my cousins and the neighbor boys ran towards Kim and me. They dumped the bucket of "water" over our heads. However, the water wasn't water; it was actually creepy, crawly, slimy garter snakes! I felt paralyzed with fear. "Ahh!" Kim and I shrieked. We ran as quickly as we could to the side door of My Aunt Joan's house. My Mom and Aunt Joan wondered why we were so upset.

"The boys threw snakes at us!" we hollered.

A few minutes later, both my mom and my Aunt Joan summoned the boys into the house.

"Why would you do such a naughty thing to Kim and Kelly?" my mom yelled. The boys were speechless. They didn't know what to say. They knew they were in big trouble

"We are so sorry. We thought it would be funny!" said John and my cousins Bill and Rob. "We didn't mean to scare you Kim and Kelly.

As I look back on that day, it was quite terrifying for Kim and me. It took me a long time to forgive John and my cousins. I learned that you should forgive others for their mistakes. I also know I will NEVER forget about the "bucket of terror".

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APPENDIX OF SAMPLE MENTOR TEXTS

Please feel free to replace sample narrative pieces in this packet with ones from your school – student written, teacher written or class shared pieces.

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<u>Alli and Ruby</u> by a 5th grade student

The day my dog passed away was horrible. It was one of the worst days in my whole entire life. It was the day before Father's Day when the loving dog I once had, was gone in heaven. She was the best dog I ever had.

The sky was deep gray as we drove back from shopping for Fathers Day, rain was coming down in buckets as we ran in and out of stores. BOOM! Repeating thunder. When we walked in the door our dog, Alli, was just laying there as she glanced and looked at us with her brown eyes, instead of running right towards us. Now, I started to get worried because she never does this. When we tried to stand her up, she just laid there.

At this point we were all feeling bad for Alli. She wouldn't stand up, go outside, or even go for a walk! I just wanted her to chase the ball I tossed or run after me in the yard. “Come on, Alli, let’s play!” I said. When my dad got home we lifted Alli up and put her in the car to go to the vet to see what was happening. I tried to ask,” will she be okay?” But my parents stayed silent. The silence hurt the most.

As I clenched my fists waiting for the results, I began to think about all the good times I had with Alli. It was horrible and sad to think about, but I did it anyway. When I saw that Alli could barely stand when she came back out, my heart sank. My Mom explained that we could either pay a lot of money for a surgery that might not help or we could put her down. I stared at my shoes, my heart was broken.

When we made the choice to put her down, we all said our goodbyes and let her rest. I was so hurt as I squeezed her fluffy face and whispered, “you're a good girl”. But I guess it’s just the circle of life that happens every day that nobody can stop. I just couldn't believe the loving dog I once had is now gone.

****

The day had finally come! We were all so excited to get to Lansing and get Ruby. She was a Golden Retriever just like Alli was. I was bursting with excitement when we got there. In less than an hour, Ruby was playing in the backyard with the other dogs on the other side of the fence. We were all excited to welcome Ruby into our family, especially me.

In conclusion, when Alli died, I saw something that will change my life forever and ever, but I also learned that the circle of life happens every day and that even though it hurts, it will be okay. Our new pup, Ruby, doesn’t replace Alli, but she makes me happy to love a dog again.

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Sooper Dooper Looper Survival

(Student Work)

I was finally going to conquer my fear of going on the Sooper Dooper Looper at Hershey Park. My family was there with me. Brady, Maya, Kallie, Kaylee and Mom were supporting me. I knew I could do this with them.

"I can do this," I muttered to myself as I climbed into the sparkling roller coaster carts.

"It's just like the Trailblazer," Mom said.

When the mini gates opened, I sat down in the carts and pulled down the bar, just as I heard someone say how high the drop was at the start of the ride. "120 ft. drop, son. If you're scared you don't have to do it," a mysterious voice said. That got me thinking. 120 feet! Maybe this wasn't such a good idea after all. "No. Do it for the T-shirt," I thought. Then I heard the word I've been waiting to hear for a long time on this coaster.

"Dispatch," the announcer said. Butterflies started to fill my stomach. I started to think of all the bad things that could happen. We could get stuck in the loop. 120 ft. is really high. What if we fall out?

My hands started to sweat and my heart started to race. I heaved big breaths. This reminded me of when I went on the Trailblazer for the first time.

At the right moment, I death-gripped the bar and my mom's arm with my sweaty hands. "That wasn't so… Wait. It's like the Trailblazer!!!" The Trailblazer was the first roller coaster I ever went on. It totally psychs you out. You go up a 50-90 ft. hill, then go down about 5 feet, keep on going for 10 ft. and then drop and curve around. Other screams filled the air, as well as mine, as we dropped 90-110 feet and soared through the loop. All of my fears left my mind. I remembered to keep my head back, but I was a split second late. My head flew forward so I was forced to look down, at the last second I closed my eyes, and the moment I opened them, the loop ended. I did it! I'd overcome my fear! "Wow," I thought. "I did it and it was all because I had family to help me through it." We zipped through the rest of the coaster and finally came to a stop.

"Great job! You did it!" everyone said to me while giving me high fives. My legs felt like jello, but I did it. I survived the Sooper Dooper Looper. What I've learned from that moment is that you'll always have family with you, no matter what.

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Taking my Mom's keys!!!

One day inside the warm and toasty house away from the rain, outdoors, I sit by my window and hear drips from the sky. Drip, Drip, Drip. What would a little five year old be doing at the window on a rainy day like this one? Well in my opinion I would be splashing in puddles with my rainboots, but sadly I can't. My mom says it's wet and mom says I would track that mucky mud mess on the carpet. So I decided to play a game, a game called House, where I stay inside and hide in my room and play with my stuffed animals alone.

Following afterward I had puppy as the son, Kitty as the daughter, bear as the dad, and finally me the mom, but something was missing I wanted a person to play with unlike my flufty and fuzzy stuffies. So it was decided I was going to ask my sister to play. I went to go knock on the door and in two seconds she turned me down. (you know how teenagers are.)

A while later I made a craft out of a big box, I mad a car out of the cardbordy smelling thing. The box was made into a car so I can →

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drive the family around, It had a key hole made out of a slit I cut out with my scissors into the box, a stearing wheel mad out of a small arm hulahoop, and windows that my mom helped me cut out with a docket knife.

Around an hour later of making thing for our house (like the car me and my mom made) I was ready to drive my family to the store, WAIT I NEED A KEY!!, so I went in the kition and saw my mom's key on the table so I snatched them and happily drove my little family to the store.

Around two hours later of playing house my dad came home and said he and mom had to go to the store to get milk for breakfast tomorrow. At that time It was aroud fifteen minutes I was eating dinner with the family onward my parents went to go get the milk. Then I heard it, "Honey where are my keys"? Dad said- "I thought you left them on the table"? In a split second everyone ran to look everywhere for mom's keys even me...

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Now listen here I FORGOT I EVEN HAD MY MOM'S KEYS, and thats why I was looking for my moms keys!!!! Then it hit me ... Oh My GOSHHH!!!!!! My MoM is Going To Be so Mad!!!!! I ran grabed my moms keys and pretended that I found them, I switched me up so I look excited and not nerves and said with a grin ... "Mom look I found your keys".

Just in that split second when I said that she said "you took them didn't you" I said ok I confess, I was only playing house with them, and so on. Now I have learned not to take things that don't belong to me without asking, even if it's just for play and having fun.

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Autumn Narrative On-Demand

The Water Slide

"Please come with me and dad on the water slide please!" asked my sister.

"Does it go fast?" I replied.

"No, but it's really, really fun!"

"O.k. then I'll go on it with you, I said regretfully.

The next thing I knew we were waking up what felt like 100 flights of stairs. I was regretting it, but I couldn't go back down the steps now. I could see all the kids playing in the xxx water park. Wow, we were high!

Then we sat on a little raft thing for four and the last thing I heard was "hold on tight!" before zooming off down the plastic tube.

My hands were shaking and I was holding on so tight my hands hurt. Water was splashing every time we turned.

Finally, we got out of the slide and jumped off the raft.

Then, my sister asked, "how did you like it?"

I replied, "It was… Awesome! Let's go again! But this time, let's get our brother!"

Our brother was scared too, but everyone told him he would love it. And this time HE wanted to go again!

"I guess you don't know if you'll like something if you don't try," I said.

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RESOURCES

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Narrative	Opinion	Information
Introduction	Introduction	Introduction
Hook the reader Introduce the Storyline	Hook the reader Introduce the Opinion	Hook the reader Introduce the Topic
Body	Body	Body
Event Event Event	• Reason • Reason • Reason	1. Subtopic 2. Subtopic 3. Subtopic
Ending/Conclusion	Ending/Conclusion	Ending/Conclusion
Conclude Story	Restate Opinion	Restate Topic

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Details

* Use your 5 senses to build your details

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