

Lesson 6: Writing Narrative Texts: Revising for Temporal Words and Word Choice



CCS Standards

- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.3b:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- **W.3.3c:** Use temporal words and phrases to signal event order.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.3.3a:** Choose words and phrases for effect.



Daily Learning Targets

- I can use temporal words and phrases to show when things happen in my revised *Peter Pan* scene. (W.3.3c, W.3.5)
- I can choose words and phrases for effect. (W.3.5, L.3.3a)
- I can critique my partner's revised scene and provide kind, helpful, and specific feedback. (W.3.5)

Ongoing Assessment

- Revised *Peter Pan* scenes (W.3.3b, W.3.3c, L.3.3a)

Agenda

1. Opening

A. Reviewing Learning Targets (5 minutes)

2. Work Time

A. Mini Lesson: Temporal Words and Phrases (15 minutes)

B. Language Dive: Choosing Words and Phrases for Effect (30 minutes)

3. Closing and Assessment

A. Peer Critique: Word and Phrase Choice (10 minutes)

4. Homework

A. Complete Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice in your Unit 3 homework.

B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students revise their scene of *Peter Pan* to include temporal words and phrases to show the order of events and also to choose words and phrases for effect (**W.3.3b**, **W.3.3c**, **L.3.3a**). They revise their narratives using technology if possible (**W.3.6**); however, if this technology is not available, students can revise on paper. At the end of the lesson, students participate in a peer critique focusing on word and phrase choice, including words and phrases to signal time and for effect (**W.3.5**).
- In Work Time A of this lesson, students participate in a Language Dive that guides them through the meaning of a sentence from the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*. The focus of this Language Dive is choosing words and phrases for effect (**L.3.3a**). Students then apply their understanding of the meaning and structure of this sentence when writing their revised scene from *Peter Pan*.
- In this lesson, students focus on working to become ethical people as they provide peer feedback.

How it builds on previous work:

- In the previous lessons, students have written and started to revise a scene from *Peter Pan*.

Areas in which students may need additional support:

- Students may need support revising their narratives. Students have been paired strategically to support one another, but consider grouping those who require additional support in writing together with an adult for guidance.

Assessment guidance:

- Consider using the Writing Process Checklist (informal assessment) to assess student work through the writing process (see Module 1 Appendix).

- Collect Language Dive I: Model Narrative: Possessives Practice homework from Lesson 4. Refer to the Language Dive I: Model Narrative: Possessives Practice (answers, for teacher reference) as necessary.

Down the road:

- In the next lesson, students will write an on-demand narrative using the skills they have learned throughout the first half of the unit for the Mid-Unit 3 Assessment.

In advance:

- Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- Review Questions We Can Ask during a Language Dive anchor chart (from Unit 1, Lesson 7) as needed.
- Continue to prepare technology necessary for students to use devices to word-process their revised scenes.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Work Time A: Prepare devices, one per student, for students to work on their revised scene using word processing software such as Google Docs.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.4, 3.I.C.10, 3.I.C.12, 3.II.A.1, 3.II.A.2, 3.II.B.4, 3.II.B.5, 3.II.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing a whole-class Language Dive on choosing words and phrases for effect before students independently do so in their revised scenes. Students also continue to work with a partner to identify places for revisions, allowing them to orally process their ideas before writing.
- ELLs may find it challenging to determine places to revise words and phrases for cause and effect. Consider modeling this process before students work with a partner in Work Time B. Additionally, consider continuing to work with a small group of students as they work independently on their revisions.

Levels of support

For lighter support:

- In Work Time A, challenge students to apply the practice sentence from the Mini Language Dive to their own writing. Provide the sentence frame: “Then, with a (noun phrase), (character’s name) (action/verb phrase), before (action/verb phrase).”
- During the Mini Language Dive, encourage students to generate questions from the Questions We Can Ask during a Language Dive anchor chart.

For heavier support:

- Consider working closely with a group of students to identify words and phrases to revise for cause and effect, as well as providing suggestions for how they might revise them.
- Consider providing reading phones to students as they revise their scenes. Encourage them to read with expression, checking to see if the words they chose make sense with the effect they intend to have on the reader.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During this lesson, students reflect on the Working to Become Effective Learners anchor chart, specifically highlighting “respect” during the Closing. Consider printing and displaying photographs of students demonstrating each habit of character to connect these terms to concrete shared experiences, or invite students to recall one way they showed respect recently outside of the classroom.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students revise their draft scenes by identifying places where they could add temporal words or phrases as well as where they could revise their words and phrases for effect. Support strategy development and planning by strategically pairing students with a mentor who will explicitly model his or her think-aloud of the process for these revisions.
- **Multiple Means of Engagement (MME):** In this lesson, students continue to revise their scenes. Continue to remind students of their learning goal associated with the writing process.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- temporal, for effect (L)

Materials

- ✓ Linking Words and Phrases (from Module 1; one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Narrative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* (from Lesson 1; one per student)

- ✓ Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* (from Lesson 1; example, for teacher reference)
- ✓ Highlighters (green; one per student)
- ✓ Draft *Peter Pan* scenes (completed in Lesson 4; one per student)
- ✓ Language Dive Guide: Model Narrative (Choosing Words and Phrases for Effect) (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 7)
 - Language Dive Chunk Chart: Model Narrative (Choosing Words and Phrases for Effect) (for teacher reference)
 - Language Dive Sentence Strip Chunks: Model Narrative (Choosing Words and Phrases for Effect) (one to display)
 - Language Dive Note-catcher: Model Narrative (Choosing Words and Phrases for Effect) (one per student and one to display)
- ✓ Narrative Writing Checklist (example, for teacher reference)
- ✓ Thesaurus (one per pair)
- ✓ Sticky notes (two colors; one of each per student)
- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (from Lesson 2; one to display)
- ✓ Language Dive I: Model Narrative: Possessives Practice (from Lesson 4; one per student)
- ✓ Language Dive I: Model Narrative: Possessives Practice (answers, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Invite students to pair up with the same student they worked with in the previous lessons and to label themselves A and B.
- Direct students' attention to the learning targets and read them aloud:
 - “I can use temporal words and phrases to show when things happen in my revised Peter Pan scene.”***
 - “I can choose words and phrases for effect.”***
 - “I can critique my partner’s revised scene and provide kind, helpful, and specific feedback.”***
- Focus students on the first learning target and underline the word *temporal*. Invite students to retrieve their **Linking Words and Phrases** handout and focus them on the first column:
 - “Temporal Words and Phrases (Time Order)”
- Turn and Talk:
 - “What does temporal mean? What are temporal words and phrases?” (Temporal means time, and temporal words and phrases are words and phrases that show the order of time.)***
- If students aren’t sure, invite them to use a Vocabulary strategy listed on the **Close Readers Do These Things anchor chart** to determine the meaning of the word.

- Underline the phrase *for effect* in the second learning target.
- Turn and Talk:
“If you do something for effect, why are you doing it?” (to have some kind of effect on someone—to get a response)
“So what do you think choosing words and phrases for effect means?” (choosing words and phrases that will cause some kind of response in the reader)
- Think-Pair-Share:
“Why do we want to affect the reader?” (We want readers to feel like they are a part of the story and to enjoy reading it.)
- If productive, cue students to compare ideas:
“How is what ____ said the same as/different from what ____ said? I’ll give you time to think and write.” (Responses will vary.)
- Remind students that when authors write stories that are published as books, they go through many, many rounds of revision before they are published to make them as good as they can possibly be.

Meeting Students' Needs

- To activate prior knowledge and offer alternatives for auditory information when reviewing the definition for *temporal*, ask students to share some temporal phrases. Write them on the board along with a quick sketch to emphasize meaning. (MMR)
- For ELLs: (Summarizing the Targets) Check for comprehension by asking students to summarize and then personalize the learning targets. Ask:
“Can you put the learning targets in your own words?”
“How do you feel about the targets?”

Work Time

A. Mini Lesson: Temporal Words and Phrases (15 minutes)

- Invite students to retrieve their **Narrative Writing Checklist**.
- Focus students on the following criterion. Read it aloud and invite them to add an asterisk to show that they will be focusing on it today:
 - “W.3.3c, L.3.6: I use words that show when the events happen.”
- Refocus students on their Linking Words and Phrases handout and invite them to read through the options in the Temporal Words and Phrases (Time Order) column with their partner.
- Think-Pair-Share:
“What is the purpose of temporal words and phrases? Why do we make sure we have them in our writing?” (They tell the reader the order in which events happened and when in time the events happened.)
- Invite students to retrieve their **Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens***.

- Invite students to work in pairs to reread the scene from the model narrative and underline any temporal words or phrases they see.
- After 5 minutes, refocus whole group and use a total participation technique to select students to share out. Refer to the **Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* (example, for teacher reference)** as necessary.
- Focus students on the word *next* at the beginning of the third paragraph.
- Think-Pair-Share:
 - “**What is the purpose of this word here? What does it do for the text?**” (It tells us that Solomon Caw did this after pointing at the nightgown. We understand which one came first.)
- Distribute **highlighters**.
- Follow the routine from Work Time C in Lesson 5 to guide students through identifying places to revise their scenes with a partner:
 - Invite students to retrieve their **draft *Peter Pan* scenes** and to silently reread them.
 - Invite students to work with their partner to identify two places where they could add temporal words or phrases to show the order in which events happened in partner A’s scene and to highlight them.
 - After 2 or 3 minutes, invite students to start working on partner B’s scene.
 - After 5 minutes, refocus whole group.
 - Invite students to revise their draft scenes to add temporal words and phrases. Remind them to refer to the Linking Words and Phrases handout as needed.
- After 5 minutes, refocus whole group and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students’ Needs

- For students who may need additional support in organizing their thinking for verbal expression: During Think-Pair-Share, scaffold partner conversations as needed by offering prompts or sentence frames. (MMAE)
- For ELLs: (“Catchy” Song for Reinforcement) Consider reinforcing temporal words with a “catchy” song set to a tune that is familiar to all students. Example:
 - “Sequence, sequence,
First, then, next, last,
 The order of the story,
Tell me fast.”
 - Have students sequence something familiar (e.g., what happened that morning) to practice using temporal words before doing so in their revised scenes.
- For ELLs: Mini Language Dive Revisit the Language Dive from Lesson 4: “Then, with a wrinkled brow,/he studied Solomon’s feathers thoughtfully,/before looking **back down**/at his nightgown again.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

- *looking back down*: "What did Peter do?" *back* means again, or a return to something that happened earlier. *looking back down* tells us that he is looking at something below him again, not for the first time. Note how the meaning would change if *back* was removed from this sentence. (verb phrase)
- *before*: "Can you figure out why the author wrote *before*?" *before* expresses time, telling us the time the action happened. *before* is a temporal word and helps us sequence events. This chunk tells us that the action in the previous chunk happened *before* Peter did something else. (temporal subordinating conjunction) Practice: I ____ before ____.
- Reconstruct: Reread the sentence. Ask:
 - “**Now what do you think the sentence means?**”
 - “**How does your understanding of this sentence add to your understanding of the revised model narrative?**”
- Practice: Then, with a ____, I studied ____, before _____. Ask:
 - “**Can we use other temporal words in place of before? What is an example?**”

Work Time

B. Language Dive: Choosing Words and Phrases for Effect (30 minutes)

- Focus students back on their Narrative Writing Checklist.
- Focus students on the following criterion. Read it aloud and invite students to add an asterisk to show that they will be focusing on it today:
 - “L.3.3: I help readers understand important parts of the story by describing what they might see, hear, taste, smell, or feel if they were there.”
- Tell students they will now participate in a Language Dive using the same format introduced in Unit 1.
 - Focus student attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
 - Reread the second paragraph of the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*.
 - Focus students on the sentence:
- “Why, that is a fine nightgown you are wearing there, young Peter,” he said admiringly.
 - Use the **Language Dive Guide: Model Narrative (Choosing Words and Phrases for Effect)** and the **Language Dive Chunk Chart: Model Narrative (Choosing Words and Phrases for Effect)** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Sentence Strip Chunks: Model Narrative (Choosing Words and Phrases for Effect)** and **Language Dive Note-catcher: Model Narrative (Choosing Words and Phrases for Effect)** according to the guide.
- Refocus students back on their Narrative Writing Checklist.
- Update the displayed checklist and invite students to update the “Characteristics of Revised *Peter Pan* Scene” column to reflect that students will be revising for word and phrase choice for effect. Refer to the **Narrative Writing Checklist (example, for teacher reference)** as necessary.

- Follow the same routine from Work Time A to guide students through identifying two places where they could revise the words and phrases in their scenes for effect with a partner. Encourage students to use a **thesaurus** to identify words they could use.
- After 5 minutes, invite students to revise their draft scenes for word and phrase choice.
- After 5 minutes, refocus whole group and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.

Meeting Students' Needs

- For ELLs: (Different Tones of Voice) Remind students of their narrations of the Language Dive sentence in Lesson 5. Invite them to read the sentence again in the tone of voice that makes the most sense after completing the Language Dive and to explain their rationale.
- For ELLs: (Descriptive Language Construction Board) Invite students to use adjectives and adverbs from the Descriptive Language Construction Board to identify words and phrases they could use to revise for effect.

Closing and Assessment

A. Peer Critique: Word and Phrase Choice (10 minutes)

- Distribute **sticky notes** and tell students they will now use the Peer Critique protocol to provide feedback to a partner on the revision of word and phrase choice in his or her scene. Remind students that they used this protocol in Lesson 2 and review as necessary using the **Peer Critique anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of the respect criterion. Remind students that when providing peer feedback, they need to be respectful.
- Guide students through a peer critique using the **Directions for Peer Critique**.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the final learning target.
- Direct students' attention to the Working to Become Ethical People anchor chart and focus them on the respect criterion. Use a checking for understanding technique for students to self-assess against the criteria.
- Turn and Talk:
“What is one challenge you faced during the Peer Critique protocol today?” (Responses will vary.)
- As time permits, select volunteers to share out and invite other students to make suggestions for how to overcome that challenge next time they participate in a peer critique.
- Collect **Language Dive I: Model Narrative: Possessives Practice** homework from Lesson 4. Refer to the **Language Dive: Model Narrative: Possessives Practice (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- For students who may be uncomfortable sharing their own challenge with the entire class: Consider allowing them to share their challenge with a partner rather than with the whole group. (MME)
- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. Consider varying them from sentence starters used for peer critique in previous lessons.

Homework

A. Complete Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice in your Unit 3 homework.

B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For beginning ELLs and beginning readers/writers: Read the prompts aloud. (Prompts Read Aloud) Verbally brainstorm possible responses. Encourage them to write words in their responses if they can't write sentences, or provide them with sentence starters. (MMAE)