

Lesson 4: Writing Narrative Texts: Planning and Drafting the End of a First Person Narrative



CCS Standards

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.5.3e:** Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



Daily Learning Targets

- I can identify the characteristics of the end of a narrative. (W.5.3, W.5.4, W.5.5)
- I can plan and draft the end of a narrative that provides a satisfying solution to the problem. (W.5.3, W.5.4, W.5.5)

Ongoing Assessment

- End box of Narrative Planning Graphic Organizer: Partner Narrative (W.5.3, W.5.4, W.5.5)
- End paragraphs of partner narrative draft (W.5.3, W.5.4, W.5.5)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Analyzing a Model (15 minutes)
- B. Guided Practice: Planning the End of a Narrative (10 minutes)
- C. Partner Practice: Drafting the End of a Narrative (15 minutes)

3. Closing and Assessment

- A. Research Reading Share (15 minutes)

4. Homework

- A. 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:

- This continues the series of lessons in which students analyze the structure of the of “Bite at Night” to build expertise about narrative texts and understand what a first person narrative is (RL.5.6, W.5.3).
- Throughout this unit, students work with a partner to plan, draft, and revise a first person narrative. In this lesson, students complete the first draft of their narratives by planning and writing the ending paragraphs of their stories (W.5.3a, W.5.3e, W.5.4, W.5.5).
- This lesson contains the final part of an optional Language Dive for English language learners. Before the lesson, review the Language Dive materials, consider whether all students would benefit, and adjust the timing of the lesson as needed.
- In Closing and Assessment, students share what they have read and learned from their independent reading texts. This sharing is designed as another measure for holding students accountable for their research reading completed for homework. This volume of reading promotes students’ growing ability to read a variety of literary and informational texts independently and proficiently. (RI/RL.5.10, SL.5.1).
- The research reading students complete for homework helps to build both their vocabulary and knowledge pertaining to the rainforest. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.
- In this lesson, the habits of character focus are working to become an effective learner and working to become an ethical person. The characteristics students are reminded of specifically are collaboration, as they continue to work with a partner to revise their partner narrative, and integrity, as they share their research reading homework.

How it builds on previous work:

- Students have been using the model “Bite at Night” as an exemplar as they plan and draft the beginning and middle of their narratives. Now they will use it to plan and draft the end of their narratives.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Throughout this unit, students will work with a writing partner. Consider how to strategically partner students so they can support one another well as they write their narratives.

Assessment guidance:

- Consider using the Writing: Writing Informal Assessment: Observational Checklist for Writing and Language Skills during students’ partner work in Work Times B and C (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during the research reading share in Closing and Assessment A (see Module 1 Appendix).

- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) during the research reading share in Closing and Assessment A (see Module 1 Appendix).
- For ELLs: Collect Language Dive Practice II: Even though homework from Lesson 3 for assessment.

Down the road:

- Students will plan and draft a new narrative inspired by *The Most Beautiful Roof in the World* for the mid-unit assessment in Lesson 5.

In advance:

- Prepare the Narrative Texts anchor chart (see supporting materials).
- Prepare a research reading share using with the Independent Reading: Sample Plan document, or using your own independent reading routine.
- Post: Learning targets, Narrative Texts anchor chart, Working to Become Effective Learners anchor chart, and Working to Become Ethical People anchor chart.

Technology & Multimedia

- Work Time B: Digital narrative plan: Students complete the Narrative Planning graphic organizer using Google Docs or other word-processing software to refer to when working on their writing outside of class.
- Work Time C: Students write their first drafts using Google Docs or other word-processing software.
- Work Time D: Students use speech-to-text facilities activated on devices or use an app or software like Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.C.10, 5.I.C.11a, 5.II.A.1, 5.II.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by helping students make explicit connections between language and text structure. For example, students discuss how the word realized in the narrative model can signal response to or resolution of the central problem.
- ELLs may find it challenging to identify quotes that signal the resolution of the central problem. Support them by asking them to recall and retell those events that helped Meg resolve the problem. Then, encourage ELLs to find those events in specific paragraphs of the narrative.
- ELLs are invited to participate in the final of three connected Language Dive conversations in Work Time B. This conversation guides them through the generalizable function and use of the complex sentence from “Bite at Night” from Lesson 1. Students consider the structure of this sentence when writing the ending of their narratives in this lesson. 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. Use the sentence strip chunks from Lesson 1 during this Language Dive.

Levels of support

For lighter support:

- Invite students to begin to self-monitor for speaking and writing errors. As they speak and write, suggest that they ask themselves questions like: “Does that seem right? Did I join two subject-predicate sets with the correct conjunction? Let me say or read that again.” They might keep a log of the language errors they notice, focusing on one error until they are comfortable using the feature correctly.

For heavier support:

- Invite students to tell a new partner or family member the beginning, middle, and end of their narrative in their home language and in classroom English. Encourage students to seek feedback from the new partner or family member.
- For Work Time A: prepare sentence strips of excerpts from “Bite at Night” that best show how the problem was solved and best establish the situation or introduce the characters. Invite students, in pairs or with a more proficient partner, to select the strips that best show how the problem was solved.

Universal Design for Learning

- **Multiple Means of Representation:** Students will need to draw on a variety of resources to plan and write the end of their narrative text. The format of these tools can either serve as a support or a barrier to student success. Consider ways of being flexible with how you represent these resources so they support rather than impede student writing. This may include altering the organization of the Narrative Planning graphic organizer or the paper on which students write their ending. See the Meeting Students' Needs column for specific examples.
- **Multiple Means of Action and Expression:** Writing requires that students use multiple skills simultaneously. It is important that instruction supports students' executive function skills and self-regulation to complete the writing tasks. During the planning stage, one strategy is to allow students to sketch or draw their ideas first so that the process of writing does not hinder their ability to generate new ideas for writing. Then allow students to go back and add words to describe their drawings.
- **Multiple Means of Engagement:** Students who may need additional support with writing may require multiple means of engagement to build interest in the writing task. One way to get them engaged is asking them to tell a partner about their ideas before they start writing. Another way to increase engagement is to allow students to highlight key areas of their ending, such as the solution to the problem. This reinforces the learning target but also facilitates self-reflection on the students' own growth during the lesson.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- satisfying, solution (L)
- locate (T)
- rainforest, scientist, canopy, explore, creatures (W)

Materials

- “Bite at Night” (from Lesson 1; one per student and one to display)
- Narrative Texts anchor chart (begun in Lesson 2; added to in advance; see supporting materials)
- Narrative Planning Graphic Organizer: “Bite at Night” (from Lesson 2; one to display)
- Narrative Planning Graphic Organizer: “Bite at Night” (example, for teacher reference)
- The Most Beautiful Roof in the World* (one per student)
- Narrative Planning Graphic Organizer: Partner Narrative (from Lesson 2; one per student)
- Partner narrative drafts (begun in Lesson 2; added to during Work Time C; one per student)
- Narrative Writing Checklist (from Lesson 2; one per student and one to display)
- Working to Become Effective Learners anchor chart (begun in Module 1)
 - Language Dive Guide III: “Bite at Night” (for ELLs; for teacher reference; see supporting materials)
 - Language Dive note-catcher III (for ELLs; one per student and one to display)
 - Language Dive note-catcher II (for ELLs; from Lesson 3; one per student and one to display)
 - Language Dive note-catcher I (for ELLs; from Lesson 1; one per student and one to display)
 - Sentence strip chunks I (for ELLs; from Lesson 1; one to display)
- Lined paper (several pieces per student)
- Working to Become Ethical People anchor chart (begun in Module 1)
- Independent Reading: Sample Plans (see Module 1 Appendix; for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and read them aloud:
 - “I can identify the characteristics of the end of a narrative.”

- “I can plan and draft the end of a narrative that provides a satisfying solution to the problem.”
- Tell students that today they will finish planning and drafting their first person narratives by developing the end of their stories.
- Ask:
 - *“Are you unfamiliar with any of the words or phrases in the learning targets?” (Responses will vary, but may include: satisfying, solution.)*
- Review as necessary and write definitions above the targeted word(s) in the learning targets. Select a student to reread the targets.
 - satisfying—compelling, effective
 - solution—the answer to the problem, or the way it is fixed or resolved
- To foster diversity and inclusion, ask students to discuss in pairs what kinds of endings in their favorite stories are satisfying, and to explain why. Then, using a total participation technique, invite and display responses from the group.
- Ask students to show you a thumbs-up if they understand what they will be learning today, a thumbs-sideways if they need some more clarification, and a thumbs-down if they still don’t know. Clarify as necessary.

Meeting Students’ Needs

- Support students’ executive function skills by drawing connections to these learning targets and activities to previous sessions. Support goal-setting by showing how today’s activities build on the previous sessions. (MMAE)

Work Time

A. Analyzing a Model (15 minutes)

- Display a copy of **“Bite at Night”** and invite students to take out their own copies. Remind them that they’ve been analyzing this text and its plot structure as a model for the narratives they are writing.
- If necessary, using a total participation technique, invite responses from the group:
 - *“What is the gist of this text? What is it mostly about?” (It’s about when army ants in the rainforest attacked Meg Lowman.)*
- Display the **Narrative Texts anchor chart** and point out the second bullet point:
 - “Narratives have a clear sequence of events that makes sense and is easy to understand.”
- Remind students that narratives have a beginning, middle, and end, and that this predictable structure helps the reader to better understand the story and relate to the characters and events of the story.
- Tell students that in the end, the author provides a solution or resolution that “wraps up” or solves the problem. Point out this new sub-bullet point on the anchor chart.
- Explain that today students will reread the end of this text and learn more about the characteristics of the end of narratives.

- Display the **Narrative Planning Graphic Organizer: “Bite at Night”** and remind students that they have been using this graphic organizer to analyze “Bite at Night” and to plan their own narratives.
- Direct students’ attention to the End box on the graphic organizer and select a volunteer to read the question. Invite students to whisper-read the sixth paragraph through the end of “Bite at Night” with an elbow partner and ask:

“What is the problem in this story?” (Meg has no flashlight and steps in a nest of army ants.)

“How is the problem solved or resolved?” (Meg tells everyone it was just ants, and someone brings her a flashlight so she can find her first aid kit. Meg vows never to go out without a flashlight again.)
- Invite students to annotate the parts of the text that describe how the problem was solved or resolved using the symbols on the Narrative Planning Graphic Organizer: “Bite at Night.”
- Using a total participation technique, invite responses from the group:

“Which parts of the text did you annotate with the sun to show that the problem was solved? What details in the text make you think so?” (Responses will vary, but may include: Paragraph 7: “I realized that I needed to alleviate their concerns immediately.” “I was startled and it hurts, but I’m going to be all right.” Paragraph 8: “Someone lent me his flashlight.” “I located my first aid kit and nursed my wounds.”)
- Direct students’ attention back to the Narrative Planning Graphic Organizer: “Bite at Night” and as a group complete the End box. Refer to the **Narrative Planning Graphic Organizer: “Bite at Night” (example, for teacher reference)** as necessary.
- If productive, cue students to think about their thinking:

“How has our discussion and analysis of “Bite at Night” using the Narrative Planning Graphic Organizer over the past three lessons added to your understanding of how to write a first person narrative? I’ll give you time to think and discuss with a partner.” (Responses will vary.)

Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: Provide time for students to act out or sketch in the Narrative Planning Graphic Organizer: “Bite at Night” how the problem was solved. Later, they can go back to the graphic organizer to write the corresponding details from the text. (MMAE)

Work Time

B. Guided Practice: Planning the End of a Narrative (10 minutes)

- Invite students to take out their copies of *The Most Beautiful Roof in the World*, **Narrative Planning Graphic Organizer: Partner Narrative**, and **partner narrative drafts** and move to sit with the partner they worked with in Lessons 2–3.
- Invite students to reread their selected scenario and review their plan and draft of their narratives so far.
- Display the **Narrative Writing Checklist** and point out the second and sixth characteristics:
 - “Events in the narrative are clear and connected.”

- “I organize events in a sequence that unfolds naturally.”
- Remind students that the events of their stories must be in an order that makes sense.
- Invite students to read the fifth characteristic:
 - “My narrative has a satisfying conclusion.”
- Tell students that the endings of their stories must be compelling and realistic based on the events and problem in the beginning and middle of the narratives.
- Remind students that as they plan, they should remember that even though they are writing an imagined or made-up story, it should be realistic and based on what they know about the rainforest, Meg Lowman, and her sons.
- Ask:

“Are there any specific criteria that you should be aware of and list in that column on the checklist?” (Responses will vary, but may include ideas like: The events in my narrative are based on events from The Most Beautiful Roof in the World and happen in the same order as described in the book.)
- Record students’ suggestions in the Characteristics of My First Person Narrative column as needed.
- Direct students’ attention to the End box on their graphic organizers and tell students that today they will complete this part of the graphic organizer.
- Invite students to work with their partner to plan the end of their narrative. Remind them that even though they are working with a partner, they should each complete a plan for their narrative. Circulate and listen for students who may need additional support when planning their narratives. Remind them to be creative but to remember that their narratives should be based on their research about the rainforest and what they know about Meg Lowman and her sons.
- Circulate to support pairs as they plan. If necessary, prompt by asking questions such as:

“What is the problem in the story?”

“How is the problem solved or resolved?”

“What research from Unit 1 can you use to make your narrative realistic?”

Meeting Students’ Needs

- For ELLs and students who may need additional support with reading: After or during Work Time B, lead students through Language Dive: Part III (see supporting materials). Refer to the **Language Dive Guide III: “Bite at Night” (for teacher reference)**. Distribute and display the **Language Dive note-catcher III**. Refer students to their **Language Dive note-catcher II** and **Language Dive note-catcher I** and **sentence strip chunks I**. (MME)
- For students who may need additional support with executive function skills: Consider breaking the Narrative Planning Graphic Organizer: Partner Narrative into three separate one-page documents for each of the columns to help the students chunk each task and monitor their progress. (MMR, MMAE)
- For students who may need additional support with fine motor skills or spatial visualization: The Narrative Planning graphic organizer can be altered to include writing lines and/or boxes. (MMR, MME)

Work Time

B. Guided Practice: Drafting the End of a Narrative (15 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind them that because they will work together to write a narrative, they need to be conscious of working effectively with others.
- Distribute **lined paper** and tell students they are going to finish drafting their narratives, writing the end of their stories. Remind them that even though they are working with a partner, they should each complete a draft.
- Using a total participation technique, invite responses from the group:
 - “*Who is the narrator of your story?*” (Meg or one of her sons)
 - “*What point of view is your story written in?*” (first person)
 - “*What words are you using to let your reader know the point of view of your story?*” (I or my to show what the narrator is doing, thinking, or saying.)
 - “*What research from Unit 1 are you using to make your narrative realistic?*” (Responses will vary.)
- Remind students that when they write a draft, they should skip lines so they have room to make revisions and edits later in the writing process. Also remind them to use their Narrative Planning Graphic Organizer: Partner Narrative to ensure that their writing is organized and includes the parts of a strong narrative ending.
- Encourage students to refer to the following while they are working: Narrative Writing Checklist, Narrative Texts anchor chart, their planning graphic organizer, their research from Unit 1, and the Word Walls.
- Give students 10 minutes to write. Circulate and support them as needed. Be sure to confer with those whom you observed needing additional support with planning their writing in Work Time B. Help them focus on getting their ideas down on paper, as opposed to worrying about spelling or grammar. Remind them that they will edit their writing toward the end of the writing process.
- Refocus students whole group.
- Invite students to take their narratives and move to sit with a new partner.
- Ask students to switch papers and begin reading their partner’s writing.
- Refocus students whole group.
- Ask:
 - “*What do you think is most satisfying about your partner’s ending? Why?*”
- Invite students to turn to their partner and share one specific piece of praise.
- Ask students to take their materials and return to their workspace.
- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Narrative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.

Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: Before students write, invite them to orally tell the beginning, middle, and end of their

story to their partner, referring to their Narrative Planning graphic organizer, research from Unit 1, and Word Walls as they plan. (MME)

- For ELLs and students who may need additional support with writing: Encourage students to highlight the problem in the middle of their draft narrative and the corresponding resolution to the problem in the ending. (MME)
- For ELLs and students who may need additional support with writing: As students interact and write, jot down samples of effective communication. Also jot down one or two common language errors (pervasive, stigmatizing, critical). Focus on conjunctions and the characteristics of the end of a narrative. Share each of these with the class, allowing students to take pride in the effective communication and correct the errors. (It's not necessary to identify who communicated well or who made errors. However, you might wish to pull the student aside to make it clear.) (MMR)
- For students who may need additional support with spatial organization: Consider offering lined paper on which every other line has an X or is highlighted to remind them to skip lines. (MMR)
- For students who may need additional support with writing and executive function skills: Before students begin writing, you can create a writing goal that is appropriate for the individual student (e.g., two pages). Place a star or sticker at the goal point so that they can self-monitor their progress as they write. (MMAE)

Closing and Assessment

A. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of the integrity criteria. Remind them that even though you don't check every day, you want them to practice integrity, which means doing the right thing even when it's difficult because it is the right thing to do. In the context of research reading homework, this means trying to do it each day, even when it is tough to do so, and if it isn't possible, being honest in recording the dates and pages read in their journals.
- Refer to **Independent Reading: Sample Plans** to guide students through a research reading review, or use your own routine.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.
- Repeat, inviting students to self-assess against how well they collaborated and showed integrity in this lesson.

Meeting Students' Needs

- Since some students may have completed some of the prompts in their independent reading journal orally with a family member or friend, it will be important that they have some notes or drawings to use for this sharing time. Consider meeting with them in advance to prep them for the research reading share to minimize the risk of public sharing. (MME)

Biodiversity in the Rainforest

- For ELLs and students who may need additional support with verbal expression: As groups of students interact, listen for language errors that are impeding communication. Sit with one group and discuss the language error and why it's impeding communication. Encourage the group to identify a clearer or more accurate way to express the communication. (MMR)

Homework

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

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)