



How to Use the Narrative Writing Shift Kit

Shift Two:
Extract and Employ
Evidence



These shift kits have been designed by the Illinois State Board of Education English Language Arts Content Area Specialists. The role of these kits is to provide administrators and teachers some background information on what is expected for student achievement with the Common Core State Standards (CCSS).

The Narrative Writing Shift Kit is part of shift two: Extract and Employ Evidence. This powerpoint will allow participants an opportunity to understand the contents of the narrative writing shift kit and how to possibly utilize each of its resource sections.

It may be helpful for participants to have a copy of the table of contents or the shift kit in front of them to follow along with during this presentation.



Table of Contents

- Critical Directions
- PowerPoints
- Research
- Webinars
- Videos
- Websites
- Handouts—these are not listed in the table of contents



The Narrative Writing shift kit is designed for each resource section to stand alone depending on each learner’s needs. The kit is divided into the following sections: critical directions, PowerPoints, research, handouts, videos, podcasts/webinars, and websites.

It might be beneficial for the learner to read the critical directions section which includes definitions and guidance from the International Reading Association.



International Reading Association Guidelines (Critical Direction)



- Use of challenging texts
- Foundational Skills
- Comprehension
- Vocabulary
- Writing
- Disciplinary Literacy
- Diverse Learners

The attached [link](#) from RI places the information into a chart form.

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled “Literacy Implementation Guidance for English Language Arts” focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the ELA CCSS. The summary of recommendations for each area is as follows:

Challenging Texts:

- Do not increase levels of texts used in reading lessons in K and 1st gr.
- Instruction across the school year needs to involve students in the reading of text written at a variety of levels.
- Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex texts in Kindergarten and 1st grade.

Foundational Skills:

- Early systematic, and explicit teaching of the foundations reading skills is required.
- During the K-2 years, teaching of all aspects of ELA should take place simultaneously and be coordinated.

Comprehension:

- Engage students in reading high quality texts closely and critically.
- Teach research proven reading comprehension strategies using gradual release of responsibility approaches.
- Guide students to apply strategies when reading particularly challenging texts.

Vocabulary:

- Study all strands of the Standards for references to vocabulary development.
- Plan for vocabulary development across the school day in all subjects.
- Provide instruction in word solving strategies as well as teaching individual words.

Writing:

- Provide opportunities for students to write in response to reading across the curriculum.
- Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.
- Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

Disciplinary Literacy:

- Involve content area teachers in teaching the disciplinary literacy Standards.
- Teach students the literacy strategies that are pertinent to each discipline.

- Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

Diverse Learners:

- The CCSS require equal outcome for all students, but they do not require equal inputs.
- Vary the amounts and types of instruction provided to students to ensure high rates of success.
- Monitor student learning and provide adjustments and supplements based on that information.



Critical Direction

Appendix A

www.corestandards.org pp. 23-25

- Definitions of the Standards’ Three Text Types
- Argument and Persuasion
- Creative writing beyond Narrative



The definitions of writing types and critical direction of how to employ the narrative writing standards into classroom practice can be found on pages 23-25 of Appendix A of the Common Core State Standards located at www.corestandards.org.

The standards state the following about the three text types:

Arguments:

“Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem.
An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.”

Informational/Explanatory

“Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Narrative:

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Argument vs. Persuasion

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing. The unique importance of argument in college and careers is asserted eloquently by Joseph M. Williams and Lawrence McEnerney (n.d.) of the University of Chicago Writing Program. As part of their attempt to explain to new college students the major differences between good high school and college writing, Williams and McEnerney define argument not as “wrangling” but as “a serious and focused conversation among people who are intensely interested in getting to the bottom of things cooperatively.”

The following reflections and questions can be used for further discussion if the entire document is read.

1. Participants should identify how argument writing changes when it is utilized in other content areas.
2. Argument writing and Informational/Explanatory writing both require students to share facts and information. How are they different?
3. Identify the differences in argument writing and persuasive writing. How will that difference change writing procedures and permeate through the other subject areas?



Illinois State Board of Education

PowerPoints

- Illinois State Board of Education
 - K-5
 - 6-12
- Rhode Island Department of Education Facilitator's Guide




We next arrive at the PowerPoint section of the kit.

First listed is the Illinois State Board of Education PowerPoint.

The Illinois State Board of Education has developed a web page called the Professional Learning Series that houses several tools designed to assist with supporting professional development for the CCSS. Some of the presentations used in the shift kits are housed at the www.isbe.net website and are listed in kit's table of contents. Included on the web page are facilitator guides and other supporting materials to accompany the PowerPoint presentations. To access these materials, click on the following link:
http://www.isbe.net/common_core/pls/default.htm

After viewing the ISBE PowerPoint for K-5, consider the following questions and reflective statements:

1. What are the differences between routine writing and long term writing projects? How can teachers implement each in their classrooms?
2. What are the key considerations when implementing writing in the classroom?
3. Distinguish between the three types of writing that PARCC will assess and their differences. Identify narrative descriptive writing and its elements.

After viewing the 6-12 powerpoint, answer the following questions and reflective statement:

1. What are the Anchor Standards for 6-12 writing ?
2. What are the three key considerations when implementing writing in the 6-12 classroom?
3. Discuss the narrative elements and how they will correlate to the PARCC rubric.

Next are the Facilitator's Guide and presentation materials from Rhode Island. The Rhode

Island Department of Education website is located at
<http://www.ride.ri.gov/InstructionAssessment/Literacy/CommonCoreStateStandardsforELALiteracy.aspx>

Scroll to Educators tab and then select: *Writing an Argument Module* and select *Introduction*.
The materials in the drop down menu will match those in the kit.

There are reflection activities that the presenter can have participants engage in throughout the presentation.



Research

Combining traditional and new literacies in a 21st century writing workshop by J.M. Bogard and M.C. McMackin

Key Question: How can we integrate technology into the stages of the writing process to enhance digital stories created by elementary students?

Teaching for writing expository responses to narrative texts by S. Cummins and R. Quiroa

Key Question: What are the core differences between expository and narrative styles? Reading text structures and writing responses?

Listed on the next three slides are the articles in the Research Section of the kit. The titles of the articles are listed on the slides with a culminating question underneath. This question should be answered at length after reading each article. What follows are other questions that might be utilized in small group discussions or as reflective independent study questions.

1st article: ***Combining traditional and new literacies in a 21st century writing workshop*** by J.M. Bogard and M.C. McMackin

Key Question: How can we integrate technology into the stages of the

writing process to enhance digital stories created by elementary students?

After reading the first article in this section, have a discussion with a small group centered around close reading as a practice. Some questions might include the following:

1. Define the different modalities that are utilized in your school and discuss what practices could further be investigated or implemented to enhance writing instruction.
2. Answer the Pause and Ponder questions located on the second page of the article.
3. How could the process outlined in the article be replicated in your classroom if you do not all have the same technology?
4. Would the process also work for any writing types other than the narrative? How would that come to fruition in the classroom?

2nd article: ***Teaching for writing***

expository responses to narrative texts by S. Cummins and R.

Quiroa

Key Question: What are the core differences between expository and

narrative styles? Reading text structures and writing responses?

1. What are the structural elements to a narrative text? What are the structural elements to an expository text? What are the differences in preparing a written response compared to a narrative summary?
2. Define an interactive literary discussion and inquiry listening.
3. How might a teacher scaffold instruction for writing to engage students in deeper level thinking?



Research

Multimodal composition and the common core state standards by B. Dalton

Key Question: What digital literacy examples could be employed in your classroom to meet the CCSS?

Writing with voice by T. Kesler

Key Question: How might we enable our student to have many opportunities to write for real occasions, purposes, and audiences using diverse forms and genres?

3rd article: ***Multimodal composition and the common core state standards*** by B. Dalton

Key Question: What digital literacy examples could be employed in your classroom to meet the CCSS?

Other questions that participants may consider for reflection are the following:

1. What does it mean to be digitally literate as it relates to the CCSS?

2. In what ways can students become multimodal composers? How are some of these tools being employed in your classroom?

3. After studying Mishra and Koehler's Framework for Integrating Technology, Pedagogy and Content Knowledge, how can media and technology be integrated in a way that matters to students? Discuss where you are now with a partner and decide on an activity that would employ one or more of the strategies in the article.

4th article: ***Writing with voice*** by T. Kesler

Key Question: How might we enable our student to have many opportunities to write for real occasions, purposes, and audiences using diverse forms and genres?

Other questions/reflections that the facilitator may consider posing to the group reading the article are the following:

1. Answer the Pause and Ponder questions for this article.
2. What types of guiding questions will assist your students with writing in dialogic overtones?



Research

Five recommendations for teaching common core grammar to elementary students. [White Paper] by S. Ruday

Key Question: What are some examples of literary models we can show students that exemplify the CCSS grammar standards?

5th Article: *Five recommendations for teaching common core grammar to elementary students. [White Paper]* Larchmont, NY: Eye on Education. Retrieved from:

http://media.routledgeweb.com/eoe/whitepapers/ruday_wp_v4_final.pdf

Key Question: What are some examples of literary models we can show students that exemplify the CCSS grammar standards?



Research

Conversations with leaders: Principles of effective writing instruction by S. Zumbrunn and K. Krause.

Key Question: Which of the principles of effective writing instruction are a focus in your teaching practice? Which principle is the most difficult to accomplish in your practice and why?

6th article: *Conversations with leaders: Principles of effective writing instruction* by S. Zumbrunn and K. Krause.

Key Question: Which of the principles of effective writing instruction are a focus in your teaching practice? Which principle is the most difficult to accomplish in your practice and why?

Other questions/reflections to ponder with group member or individuals are the following:

1. What are the principles of effective writing instruction?
2. What principle is the most difficult to employ in daily practice? What barriers or obstacles make it difficult to accomplish this practice?



Handouts



- SAP Narrative Writing Samples
- PARCC Rubrics
- Graphic Organizers
- ASCD's Literacy Design Collaborative
 - Sample Unit: Kate Chopin
 - other units available at no cost

Handout #1 Student Achievement Partners (SAP) Narrative Writing Samples

Retrieve from www.achievethecore.org

Select:

1. ELA Literacy Tab
2. Scroll to Student Writing Samples
3. Scroll to In Common: Effective Writing for All Students
4. Scroll to Getting Started with In Common and the In Common User Guide
5. Scroll to Narrative Writing Collection
6. Select View Collection
7. Select document to view at the appropriate grade level

CAUTION: 1st document is a culmination of 179 pgs. of all documents but documents may be broken into smaller grade level sections.

Handout #2 PARCC Rubrics

The PARCC Rubrics can be found at www.parcconline.org. Teachers can access these tools by selecting the tab "In the Classroom", selecting the item in the list entitled "Item and Task Prototypes" and then scrolling on the left to the bottom and selecting the rubric that matches the grade level appropriate for their instruction. They are also located in the Narrative Writing Shift Kit in the Handouts section.

Key considerations to discuss with an individual or group regarding this resource are:

1. What are some uses that could be employed with these draft rubrics?
2. When comparing the rubrics to some of the literacy activities designed by PARCC, how do the rubrics reflect the standards that will be assessed?
3. Using some of the writing samples from Appendix C of the standards, compare the work of students to the rubric samples. Where would the work of the student fall on the rubric? Have a discussion regarding the work and support the analysis with evidence.

Handout #3 Graphic Organizers

The focus of the graphic organizers included in the shift kit is to assist students in completing a quality summary. An article that suggests simple ways to complete this task along with two other graphic organizers that are based around transition or signal words.

Handout #4 ASCD's Literacy Design Collaborative

The Literacy Design Collaborative is a loosely affiliated group of teachers and other partners building out a template-based approach to the literacy demands of college and the workplace, as defined by the Common Core State Standards.

Through the study of one author, Kate Chopin, students will explore the ways in which authors use characters to shape themes for larger social and political commentary. Additionally, students will relate other literary elements and movements to Chopin's work including setting, dialect, literary realism, and literary criticism. The unit is developed by Kimba Rael, Gayle Jones Westerberg, Tara Henderson, Curtis Garcia, Annette Chavez, Maia Goodman, and Mary Rubadeau.



Handouts

- Text Structure Cards
- Boston Public Schools
 - Instructional Writing Guide
 - Mentor Texts for Writing Types
- Engage NY Research Based Narrative Writing Sample Grade 3



Handout #5: Dr. Deb Wahlstrom's Text Structure Content Cards

Retrieved from: http://datadeb.files.wordpress.com/2012/02/001_text_structures-deb-wahlstrom.pdf

The packet contained at the website includes a set of content cards for common text structures including compare and contrast, cause and effect, problem and solution, sequence/order, and description. These are the basic text structures laid out in the Common Core State Standards and reflect the key structures students should be able to interpret and critically apply with in different types of writing.

Handout #6: Boston Public Schools Text Structure Instructional Guide

Retrieved from:

http://bpscurriculumandinstruction.weebly.com/uploads/1/0/1/3/10131776/writing_genres_overview_.pdf

Handout #7: Boston Public Schools Mentor Texts for Writing Types

Retrieved from:

http://bpscurriculumandinstruction.weebly.com/uploads/1/0/1/3/10131776/mentor_texts.pdf

Both handouts from the Boston Public Schools allow teachers to plan for genre instruction in writing using the template guide provided and the suggested mentor texts for the grade levels.

Handout #8: Engage NY Research Based Narrative Writing Sample Grade 3

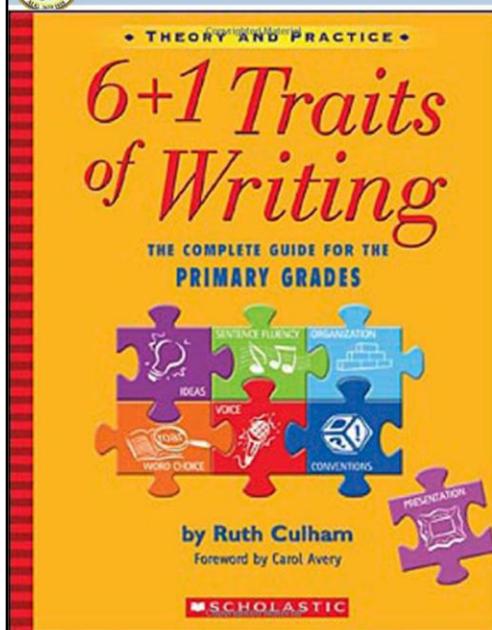
This is an extensive two and half week unit regarding the study of frogs. No matter the grade level, teachers should consider the format and alignment of assessment activities as they pertain to the CCSS. All literacy strategies and writing activities are systematically structured to the CCSS along with the types of texts selected. Using the structure of the unit as a model, it would be a consideration to follow and possibly create a unit with participants.



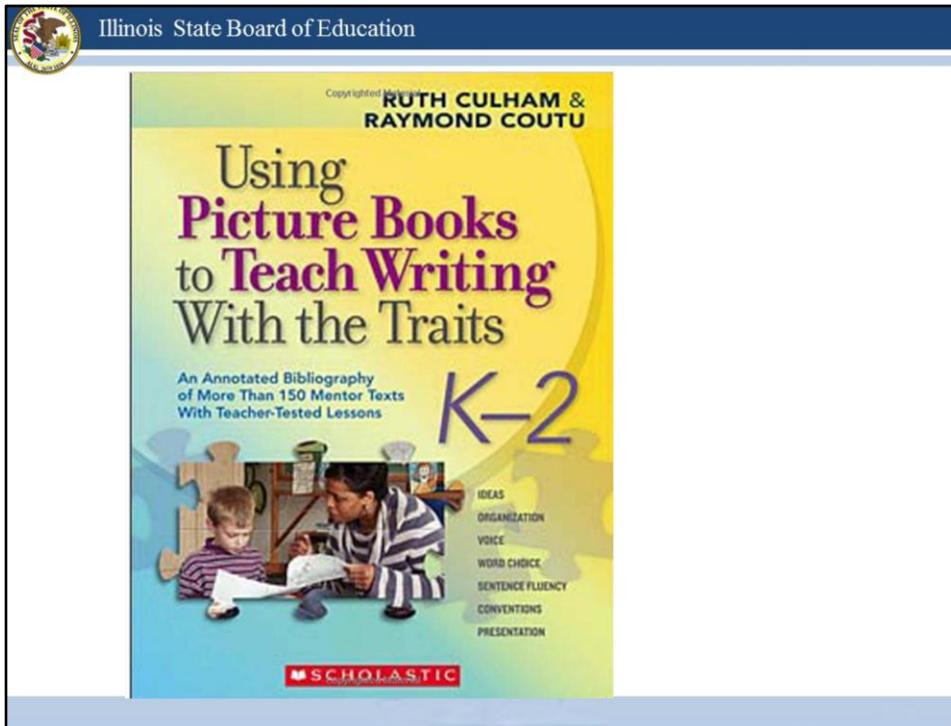
Book Titles

- Culham, R. (2005). *6+1 Traits of writing: The complete guide for the primary grades*. New York, NY: Scholastic.
- Culham, R., and Coutu, R. (2008)*Using picture books to teach writing with the traits K-2: An annotated bibliography of more than 150 mentor texts with teacher tested lessons*. New York, NY: Scholastic.
- Hillocks, Jr., G. (2007). *Narrative writing: Learning a new model for teaching*. Portsmouth, NJ: Heinemann.
- Jameson-Rog, L. (2007). *Marvelous mini-lessons for teaching intermediate writing: Grades 4-6*. Newark, DE: International Reading Association.

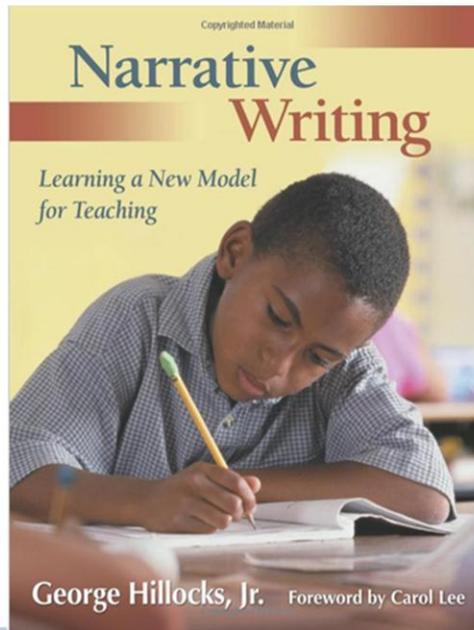
Recommended readings to support the kit are listed on the slide.



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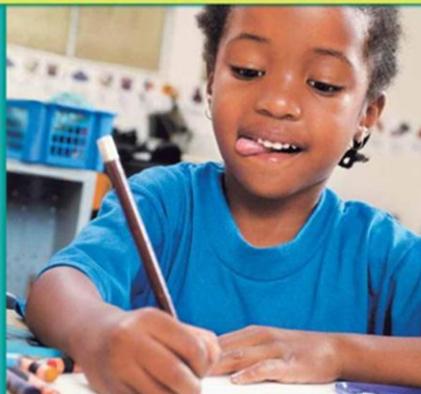
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Marvelous Minilessons
for Teaching
Beginning Writing, K-3



Lori Jamison Rog

Book covers are intentionally animated to show one at a time.



Book Study Ideas

- **Begin a book study with a group.**
- **Start an independent study and become a teacher leader on a topic.**
- **Some books have study guides or podcasts from the authors available from the publishers—check out their websites!**
- **Share your knowledge—start a wiki, a newsletter or blog in your district.**

Suggested uses for the selected books are listed on the slide.



Check back often!

- Please check back often for new articles, research, powerpoints or books that might assist you.
- As your professional knowledge deepens around the topic of Narrative Writing, please contact us with your ideas:
plscomments@gmail.com

Next steps and further facilitator notes are listed on the supplemental guide that accompanies this kit.