



## ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 1 Learning

Unit 6: Lesson 4

### Reflect & Revise Story Beginnings, TRAIL MARKER #1

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# Reflect & Revise Story Beginnings, TRAIL Marker #1

#### LITERACY OBJECTIVE

By the end of this lesson students will be able to revise story beginnings using feedback from peers.

#### LITERACY "I CAN" STATEMENTS

"I can revise a story beginning using feedback from my peers."

#### LESSON OVERVIEW

Steps	Pacing: 1-1.25 Hours
<b>Step 1:</b> Introduce Lesson 4 <b>Step 2:</b> Reflect on Theater-for-Writing Strategies <b>Step 3:</b> Co-construct Personal Narrative Rubric for Story Beginnings	<b>10 Minutes</b>
<b>Step 4:</b> Model Writing Group Reflection and Revision Process	<b>25 Minutes</b>

<b>Step 5:</b> Writing Groups—Share Story Beginnings and Statuses	
<b>Step 6:</b> Students Revise Story Beginnings & 1:1 Conferencing	<b>20 Minutes</b>
<b>Step 7:</b> Introduce & Guide Students through Trail Marker #1 <b>Step 8:</b> Close Lesson 4—Authors Performance	<b>15 Minutes</b>

## STANDARDS ALIGNMENT

### TARGETED CCSS

#### Writing & Language

**W 3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**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 3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W 3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**W 4.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W 4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W 4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W 4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**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 5.3b:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**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.

**W 5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**L 3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

### **Speaking & Listening**

**SL 3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL 3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL 3.1d:** Explain their own ideas and understanding in light of the discussion.

**SL 3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**SL 4.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL 4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points.

**SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**SL 5.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL 5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL 5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **SECONDARY CCSS**

### **Writing & Language**

**L 3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L 4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L 5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **TEACHING RESOURCES**

## **CLASSROOM CHARTS**

- Theater-For-Writing Toolkit
- Writing Group Reflection Process poster

### **A4L STUDENT NOTEBOOKS**

- Brainstorming: A Time I Broke the Rules
- Write it Out: A Time I Broke the Rules: Showing Feeling and Sound & Exclamation
- Revising Story Beginnings
- First TRAIL Marker
- Story Beginnings I Like

### **SAMPLES & TEMPLATES**

- Sample Personal Narrative Rubric

### **ASSESSMENT**

- Conferencing Goal Sheets
- TRAIL Marker Progress Chart

### **LIFE & LEARNING SKILLS**

Unit 6 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



### **DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.



Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



### LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

## STEP 1: INTRODUCE LESSON 4

**Process:** Give an overview of the lesson objectives. Deepen understanding of writing story beginnings that grab the reader's attention and show, not tell, what's happening with feelings, actions, sounds, and exclamations. Students will give one another feedback in writing groups and then use that feedback to revise earlier writing.

### Suggested Dialogue

#### INTRODUCING LESSON 4

"Today you will meet in writing groups to share your writing and give one another feedback. Then you will have time to revise your writing. By the end of today's lesson, you will be able to say, 'I can revise a story beginning using feedback from my peers.'"

## STEP 2: REFLECT ON THEATER-FOR-WRITING STRATEGIES

**Process:** Reflect on and discuss with class the theater exercises used thus far in the unit. (Word Whip, Statues, Vocal Expression). Call this list the Theater-for-Writing Toolkit and tell students they can refer to it when they get stuck or need inspiration for writing.

### Theater-For-Writing Toolkit

Here is a list of the theater exercises we've been using to support our writing:

- Word Whip
- Statues
- Vocal Expression

### Suggested Dialogue

#### INTRODUCING THE THEATER-FOR-WRITING TOOLKIT

"We've been using theater to help our writing. Here is a list of the theater exercises we have done so far. (Record Word Whip, Statues, and Vocal Expression on chart paper.) Let's talk about what each exercise helped us to do or to think about." (Engage in a reflective discussion about each exercise.)

"We'll call this list our Theater-for-Writing Toolkit and add to it as we go forward in the unit."

## STEP 3: CO-CONSTRUCT PERSONAL NARRATIVE RUBRIC FOR STORY BEGINNINGS

**Process:** Guide students in a discussion about what makes a good story beginning and, in doing so, begin the rubric they will use to guide their writing. They will continue to build this rubric as the unit progresses. See sample Personal Narrative Rubric.

### Suggested Dialogue

#### USING THE PERSONAL NARRATIVE RUBRIC

"To help guide our revision work, we are going to work together to create a Personal Narrative Rubric. So far, we have worked on story beginnings, so that is the part we will focus on today. What makes a good story beginning? Turn and talk with a partner. (Students pair-share.) Let's share out and I'll write your ideas on the board. (Student share, teacher records. Guide students to identify the characteristics of 'excellent' story beginnings and then work backwards to fill in the 'meeting' and 'developing' columns. ) I'll leave this up on the wall for everyone to reference during your revision work today."

# STEP 4: MODEL WRITING GROUP REFLECTION AND REVISION PROCESS

**Process:** Model how to work in writing groups to share writing, give feedback, and revise story beginnings. During the discussion, refer to the Writing Group Reflection Process poster. Focus students on the objectives for story beginnings: grabbing the reader's attention and showing, not telling, what's happening in the story. Feel free to model each step and have groups practice with one another, or model the whole process and then let groups practice independently. Students turn to page 7 and page 9 in their A4L Writer's Notebooks.

## PROCESS QUICK VIEW: WRITING GROUP REFLECTION PROCESS

Feel free to adjust the reflection process to meet the needs of students or to align with existing peer reflection practices.

To prepare:

Select a piece of writing to share

Decide the order in which authors will share

For each author, follow the steps below:

1. Read aloud piece of writing
2. Wows (2-3 group members share)
3. Statue/Vocal expression (Author shares acting choice that matches the writing)
4. "I see/hear" statements (2-3 group members respond to the acting)
5. "I wonder" statements (Author and 2-3 group members share an "I wonder" about one thing he/she might do to better grab the reader or show, not tell, what's happening)

## Suggested Dialogue

### INTRODUCING THE WRITING GROUP REFLECTION PROCESS

"You and your writing group are going to help each other by sharing one of your story beginnings, and showing the statue and sound and/or exclamation that goes with it. You'll give each other feedback and then go back to your notebooks and make revisions. I'll show you what this process looks like. To begin, let's get into writing groups." (Put students into writing groups of 3–4 people.)

"Let's all select a story beginning that we'd like to work on today with our writing groups. Turn to page 7 and page 9 in your A4L Writer's Notebook and reread the story beginnings you've written. You can choose to revise a piece of writing that you already like or one that you think you can improve. Remember, we're focusing on grabbing our readers and on showing, not telling, what's happening." (Students select story beginning to revise.)

"The first thing you'll do every time you meet with your writing group is to decide the order for share

your writing. Do that now." (Groups decide on order for sharing.)

"The first author will read his or her story beginning. After the author reads, 2-3 group members will share a 'Wow.' I'm going to show you what this looks like, and you can all be my writing group." (Read and have students share "Wows.")

"Next, I'm going to show you my statue that matches my story beginning. After I show you my statue, I want you all to tell me an "I see or hear"—something you see or hear me do with my body, face, or voice. This might help me be more descriptive with my words and actions when I go to revise my story beginning." (Record sentence stems on board or chart paper. Do statue and have students share "I see/hear.")

"When you acted out \_\_\_\_ (describe moment) \_\_\_\_\_, I saw or heard your body, face, or voice \_\_\_\_ (describe appearance or sound) \_\_\_\_."

"Next, to help me think about how I can revise my writing, we will all share 'I wonders.' An 'I wonder' is a suggestion or idea for improving the writing. The author starts and then each group member shares. You might say, 'I wonder if you want to use Juan's description of your statue' or 'I wonder if you could say more about ...' or 'I wonder if you might keep your story beginning the same because I really like how you grabbed me with the 'Oh no!' at the beginning.'"

"An 'I wonder' is just a suggestion. It is up to the author to make revisions." (Provide an "I wonder" to start, and then invite several students to share.)

### MODELING THE REVISION WRITING

"After everyone in the group has had a chance to share his or her story beginning, the statue that matches, and get feedback from the group, it is time to revise.

I'm going to do this now. I might choose to revise my story beginning using your feedback, or I could revise using my own ideas. Notice that I'm just marking up my story beginning; I'm not actually rewriting at this point." (Think aloud while revising. Focus on grabbing the reader's attention and on showing, not telling using actions, feelings, sounds, and exclamations.)

"Now it's your turn."

## STEP 5: WRITING GROUPS—SHARE STORY BEGINNINGS AND STATUES

**Process:** In writing groups, students give feedback to one another using the Writing Group Reflection Process. Circulate to support groups and provide additional scaffolding as needed.

## STEP 6: STUDENTS REVISE STORY BEGINNINGS &

# 1:1 CONFERENCING

**Process:** Students individually revise their story beginnings on page 7 or page 9 of their Notebooks, or they may use the Revising Story Beginnings space on page 10. Circulate and confer with individual students. Use this Conferencing Goal Sheets.

## STEP 7: INTRODUCE & GUIDE STUDENTS THROUGH TRAIL MARKER #1

**Process:** TRAIL Marker #1 is the first formative assessment in the unit. Introduce students to TRAIL Markers and how they will be used throughout the unit. Students turn to page 11 in their A4L Writer's Notebooks, review their revised story beginnings, and reflect on their literacy and arts learning. After students have written their reflections, engage in a discussion. Sharing TRAIL Marker responses helps students think about what they are learning and helps teachers monitor student progress and re-teach or extend based on what they observe. For this TRAIL Marker, guide students to focus on the qualities of good story beginnings, how theater can help generate ideas, and how to show, not tell, what's happening in a story.

**Select one of the following options to facilitate the activity and discussion:**

- Students work in pairs or small groups to complete the TRAIL Marker notebook page. Have them talk before writing to get ideas flowing. Then, have a whole class discussion.
- Students complete the TRAIL Marker individually and then share in small groups or whole class.
- Students raise hands for the theater exercises they think were helpful to their writing. Have students offer evidence. This can be done in small groups or whole class.

### Suggested Dialogue

#### Introducing TRAIL Marker #1

"Throughout the Authors and Actors unit, we will reflect on our writing and acting using TRAIL Markers. How many of you have ever gone on a hike? When you're hiking, you can often see something that's called a trail marker. Do you know why we have trail markers? It's a good way to check to see how well you are making progress on your hike and staying on the path."

"Just like a trail marker in hiking, we have TRAIL Markers in our A4L lessons. It's a time in our lessons when we stop to do a quick activity to help us think about what we're learning about reading, writing, and the arts, and what we need to do next."

"Open your A4L Writer's Notebooks to page 11."

"We're going to take a step back and look at your revised story beginning (on page 7, page 9, or page 10) using the TRAIL Marker activity."

1. "First, find some part of your story beginning that is a "Wow"—someplace where you've done a good job at grabbing your reader's attention and/or showing, not telling, using actions, feelings, sounds, and exclamations. Now, tell what you like about your writing in this part. Respond to the statement: I like how I grabbed the reader's attention by..."
2. "Second, think about the three theater exercises we discussed at the beginning of class today. (Refer to chart of theater exercises created in Step 2.) What theater exercise did you like the most and why?"
3. "Third, tell how doing the theater exercises helped with your writing. For example, what's one thing you did in your acting that you now see in your writing?" (Students write. Engage in class discussion or have students share with groups.)

## STEP 8: CLOSE LESSON 4—AUTHOR'S PERFORMANCE

**Process:** This lesson closes the writing technique of story beginnings. To celebrate the work, guide students in an exercise that has elements of their final theater presentation. Close lesson with a look forward describing the next lesson and an optional closing ritual.

Collect A4L Writer's Notebooks to take stock of students' progress using the TRAIL Marker Progress Chart. Then post students' writing on the Writer's Board. When time permits, invite students to peruse the Writer's Board and record story beginnings they like in their A4L Writer's Notebook on page 43.

### Suggested Dialogue

#### Announcing The Author's Performance

"To close out today's lesson, we'll celebrate our writing on the topic 'A time I broke the rules' with a mini performance. Some of the things we do will show up in our Authors and Actors Performance at the end of the unit. When I say 'Go,' stand at the side of your desk with your revised story beginning in your hand. Go!"

- "On three, stomp with one foot, then say the topic we've been exploring, Rules. 1-2-3" (Students stomp, then say "Rules.")

- "On three, read your story beginning aloud. We'll do this at the same time. It's called a 'choral read.' If you finish before others, stay still and silent until we hear our last writer. 1-2-3" (Students read aloud until it's silent.)

- "On three, stomp with one foot, then say the topic we've been exploring, Rules. 1-2-3" (Students stomp, then say "Rules.")

- "Let's put it all together on three. 1-2-3" (Students perform.)

#### Looking Forward

"We've done great work with story beginnings, and we'll have another chance to work on them when you draft your full personal narrative. In our next series of lessons, we'll learn about using descriptions and details in our writing. We'll read another personal narrative, explore a different topic, and do all of this through theater."

### **Performing The Closing Ritual (Optional)**

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

**CONGRATULATIONS ON COMPLETING LESSON 4! YOU ARE NOW READY TO MOVE ONTO LESSON 5 OF UNIT 6.**

Is this Lesson Public or Members only?:  
Members Only