*English Instructional Plan – Narrative Writing: Writing an Effective Conclusion Grades 4-5*

**Primary Strand: Writing 4.7, 5.7**

**Integrated Strand/s: Communication and Multimodal Literacies 4.1, 5.1**

**Essential Understanding:**

All students should:

* understand that writers use the writing process including planning, drafting, revising, editing and publishing
* understand the domains of writing include composing, written expression, and usage/mechanics
* understand voice shows an author’s personality, awareness of audience, and passion for the topic, adding liveliness and energy to writing.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* use mentor texts as an example of writing (Fourth Grade)
* recognize different forms of writing have different patterns of organization
	+ narrative
		- organize an event sequence that unfolds naturally (Fourth and Fifth Grade)
		- use transition words (Fourth Grade)
		- provide a conclusion related to the topic (Fifth Grade)
* Produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience (Fourth and Fifth Grade)

To be successful with this standard, students are expected to

* write focusing on the composing domain features of central idea, organization, unity, and elaboration
* write focusing on the written expression domain features of word choice, specific vocabulary, and sentence variety
* use mentor texts as an example of writing
* produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience
* recognize different forms of writing have different patterns of organization
	+ narrative
		- organize an event sequence that unfolds naturally
		- use transition words and phrases for sentence variety
		- provide a conclusion
		- use specific vocabulary to develop a story

**Primary SOL:**

4.7e, 5.7f Recognize different forms of writing have different patterns of organization, including story structure for narrative writing

**Reinforced (Related Standard) SOL:**

**Academic Background/Language:**

The students will benefit from discussion of the following vocabulary items prior to participating in this lesson:

* Primary source - a source of information that provides first-hand accounts of events and conditions created by witnesses or those first recording the event. These can include reports, letters, photographs, records, letters and newspaper articles and other records.
* Conclusion - the ending to a story
* Appalachia - a cultural region in the United States that includes the Blue Ridge Mountains in Virginia

## Materials

* Book or Streaming Video: Rylant, C. (1985). *The Relatives Came.* New York, NY: Bradbury Press or other mentor text that reviews the story plot as part of the conclusion.
* Image: Primary Source Family Peeling Apples downloaded from <https://dla.acaweb.org/digital/collection/Ferrum/id/5086/rec/19>
* Copies of teacher-created draft story for each child
* Highlighters or other writing tool to underline text
* Paper
* Projection system to show streaming video and/or image

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Introduction: The teacher informs students that during recent writing conferences, it was noted that we are ready to begin working on writing effective conclusions (endings). In order to improve their conclusions, students will look at one of many methods authors use to end a narrative.
2. Introduction: The teacher explains that authors have many ways of ending a story. Some of these include ending by using dialogue, ending with an action, and ending by describing a feeling. The teacher explains that the class will consider ending a narrative with a review of the story events. The teacher reads aloud the ending of *The Relatives Came* or a text with similar features to provide an example of a story that concludes by reminding the reader of the story plot. The teacher discusses elements of the story that are reviewed in the conclusion. (If accessible in the school, the teacher may also watch a reading of *The Relatives Came* on TeacherTube).
3. Modeling: The teacher suggests that the students help write a conclusion for a draft the teacher has been writing about a picture of a family from Appalachia. The teacher should introduce or review the terminology listed in the Academic Background/Language section above. The teacher should share the image from the materials list, reminding the students that the photograph is a primary source from the Digital Library of Appalachia and making a connection to the related Virginia Studies SOLs. A print copy of the draft story is given to each child to follow along as the teacher reads the text orally. Following the reading, the teacher asks students for possible ideas of how she can conclude the story. The teacher may ask students to identify plot elements of the story that can be reviewed in the conclusion.
4. The teacher’s fictional narrative may include information like the following example. It is important that the teacher’s sample include a problem situation that will help lead the students into writing a possible conclusion.

Possible plot elements for the teacher’s story include:

* Janie’s family lives in Appalachia on a farm with many apple trees.
* Making apple butter is a family tradition at this time of year.
* The whole family participates in preparing the apples for cooking.
* Janie doesn’t like peeling apples because she cut herself with a knife in the past and her brothers always tease her that she is too little to help. She would rather play with her baby doll anyway.
* Janie dreams up many ways that she can avoid peeling apples with her family. (Some of these ways to avoid peeling apples should be outlined by the teacher as part of the plot. No conclusion should be included in the draft story.)
1. Practice: Students are asked to work with a partner to highlight on their own papers the story elements they would review in their own conclusion.
2. Writing: Students are asked to return to their desks or writing space to draft a conclusion to the story. The teacher encourages students to use their highlighted text to guide their work.
3. Conferencing: The teacher conducts individual conferences to assist students in drafting of conclusions.
4. Sharing: The students are invited to share their draft conclusions orally with their classmates. The teacher can also identify students who have successfully completed writing an effective conclusion. These students can serve as peer coaches for other students.

**Assessment (Formative)**

* The teacher should observe student progress in creating conclusions that review elements of the story plot during conferencing. Student papers can be evaluated using a teacher created rubric.
* The teacher can observe students who share in the group discussion and share their writing to assess communication skills.

**Reading/Writing Connections:**

* The teacher can share other ways that authors’ conclude narrative texts. The class may rewrite the conclusion for the teacher’s story using another strategy.
* The teacher can identify another element of the narrative text that can be improved. Future lessons could focus on adding an engaging beginning, using transition words, adding figurative and/or descriptive language...
* The teacher can share additional mentor texts that are good examples of reviewing plot details for concluding stories.

**Extensions and Connections (for all students)**

* The students can participate in a review of many books from the classroom or school library in which they collect and classify the variety of ways authors choose to conclude their work.
* The teacher can share additional primary source photographs of Appalachia to serve as writing ideas and learn additional information about the people who live in this region.

**Strategies for Differentiation**

* The teacher can allow students to watch the story through video streaming to review the plot elements that are included in the conclusion.
* The students can work in partners to tell the conclusion aloud rather than writing the conclusion.
* The teacher can conduct a shared writing activity to construct a conclusion with a small group of students.