Step-By-Step Narrative
Writing Center

Designed to meet these objectives:

Language
• Students will use the writing process (pre-writing, revising, and editing) to publish written work.
• Students will write narrative stories.
• Students will generate ideas from writing prompts and use graphic organizers to plan their writing.
• Students will revise and edit their work.

Help your students create organized, well-written narrative stories—and master the writing process—with this exciting, easy-to-use center! It has everything you need to take your students step by step through the writing process, from brainstorming to publishing. The center features narrative writing samples, helpful tips, a graphic organizer, revising and editing checklists, publishing ideas... plus 16 engaging writing prompts to get students started. Your students’ writing is sure to shine!

What’s Included
• Story tent board with 2 sample narrative stories
• 3 writing process cards
• Reproducible Clustering graphic organizer
• 2 reproducible revising and editing checklists
• Publishing ideas flip book
• 4 writing prompt sliders

Getting Started
Display the story tent board to show one of the two sample stories. Set out the writing process cards, publishing ideas flip book, and writing prompt sliders.

Show students one of the stories on the tent board and point out the bubbles, which include pointers and helpful tips about narrative writing. Read the story, or invite volunteers to read it. Discuss the story and the tips. Show students the writing prompt sliders and choose a prompt. Discuss the Step 1: Pre-Writing card and the Clustering graphic organizer. Complete the graphic organizer together, using a write & wipe marker. Then, using chart paper, write a narrative story. Have volunteers give ideas for information to include.

To discuss revising and editing, purposely include some spelling, capitalization, and punctuation mistakes while writing. Discuss the Step 2: Revising and Step 3: Editing cards and use them to correct any mistakes in the story, to reorganize information, and to add details. Use the revising and editing checklists as a class.

Then, show the class the flip book of publishing ideas. Allow each student to choose a way to publish the story the class has just written, and invite students to share their published work with the class.

Now, explain to students that they are going to write their own narrative stories, proceeding through all the steps of the writing process. Show students the writing prompt sliders and tell them that each slider has four different prompts that they can use to help them think of ideas for narrative stories that they’ll write. Then, put all the materials in a writing center or designated area for students to use. Be sure to provide write & wipe markers or photocopies of the graphic organizer and checklists for students to use to pre-write, revise, and edit their stories.
Included in this guide is a narrative writing rubric based on the editing and revising checklists for both student and teacher use. It is written in “kid-friendly” language, so it can be easily understood by students. As students finish writing projects, encourage them to assess their own work using the rubric, then discuss the scores with them. For teacher use, simply complete the same rubric and circle “Teacher copy” at the top. You can discuss what score you gave them and why.

Using the Center
The center can be used for whole-group, small-group, or independent writing projects, including journal writing or writer’s workshop. The graphic organizer and the revising and editing checklists can be written on with a write & wipe marker, or you can give each student a photocopy to use.

• Pre-Writing
Have students use the sliders to select a writing prompt, or allow them to use their own ideas. Encourage students to begin by brainstorming about their topics and reading the Step 1: Pre-Writing card. Have them use the Clustering graphic organizer to plan their writing.

• Drafting, Writing, and Revising
Students can write their stories independently or in pairs or small groups. Remind them that most writers begin with a draft, then revise their writing until they are satisfied with the style, content, and organization. Prompt them to use the Step 2: Revising card and checklist to help them revise their work.

• Editing
Have students read the Step 3: Editing card and checklist, then edit their writing. You can also have students work with partners for peer editing.

• Publishing
The center comes with a flip book that has six fun and creative ways to publish a narrative story. Invite students to choose the way they think will work best for their story, or choose a certain format you would like them to use. Provide paper, pens, markers, crayons, and other necessary materials. Once the projects are complete, invite students to share their work with the class. Display the projects as in a gallery, and have a special viewing, like an art opening, to show off the work. Invite other classes and even parents and families to view the students’ work.

Meeting Individual Needs
ELL
Work with a small group of students to read one of the sample stories. Point out the bubbles and discuss the tips on narrative writing. Then use a slider to select a writing prompt. Create a large Clustering map on chart paper and complete it as a group. Include pictures on the map to match descriptive words and phrases. Allow students to use the map as they are writing their stories. Depending on the language level of your students, you can have them draw pictures of each scene, then work with them to create sentences that match the pictures.

Reteach/Extra Support
Work with a small group of students to help them revise and edit their stories. Focus on using varied sentence structure to tell the story. Point out sentences that sound the same, and have students work together to share ideas about how to change them. Write ideas on chart paper and allow students to refer to this as they are writing.

Challenge
Invite students to choose another way to publish their stories. Encourage them to use the computer to type their stories or to create PowerPoint presentations of their work. Invite them to create plays or readers’ theaters based on their stories and present them to the class.

Informal Assessment Ideas
Choose a writing sample and use the narrative writing rubric on page 3 of this guide to score it. Keep the sample and rubric in your files. Use the rubric to identify areas where more targeted instruction is needed. Collect a scored sample of writing from the beginning, middle, and end of the school year to chart student progress and growth.
Rubric for Narrative Writing

Circle One:

Student copy Teacher copy

Name __________________________________________

4 = I always did this
3 = I mostly did this
2 = I sometimes did this
1 = I never did this

Write the score you think you deserve on each line. Then add them up to get the total.

Content

_____ I have an interesting introduction, and it includes the main idea.
_____ Each paragraph has a topic sentence.
_____ All the ideas in my paragraphs support the topic sentences.
_____ My paragraphs are in order, and they make sense.
_____ I describe my characters with specific details.
_____ I describe the setting of the story (the time and place it happens) with specific details.

Mechanics

_____ All of my sentences make sense and are complete thoughts.
_____ Each sentence has correct capitalization, including proper nouns.
_____ Each sentence has correct punctuation, including commas and quotation marks.
_____ All of the words are spelled correctly.

_____ Total Score

How I think I did:


Comments from the teacher:


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