

**Interdisciplinary Writing Unit:
Narrative – Part 2, 3rd Grade**

Haley D. Livingston
READ 7140: Methods of Teaching Writing
Valdosta State University
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Revising

Grade Level: Third
Content Area: Science

Content Area GPS: Science

S3L1: Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

- a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, **Atlantic Ocean**) and the organisms that live there.

Mode of Writing: Narrative

Stage of Writing: Revising

English Language Arts GPS: Writing

ELA3W1: The student demonstrates competency in the writing process.

The student: c. Writes text of a length appropriate to address the topic or tell the story.

e. Begins to use appropriate structures to ensure coherence (e.g., transition words

and phrases, bullets, subheadings, numbering).

f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance

descriptive effect.

g. Begins to develop characters through action and dialogue.

h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.

- m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.

ELA3C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

The student: f. Identifies and uses increasingly complex sentence structure.

- g. Distinguishes between complete and incomplete sentences.

Student Materials:

Writing binder (1/2 inch – three ring with clear pocket on front)

Livingston, H. D. (2006). *Ocean animals data collection chart*, Unpublished manuscript, Valdosta State University, GA.

Completed Graphic Organizer

Completed Rough Draft

Proofreader's sheet: Tompkins, G.E. (2004). *Teaching children to write. Teaching writing: Balancing process and product* (p. 23). Upper Saddle River, NJ: Pearson.

Root, T. *Narrative writing checklist*. Valdosta, GA: Valdosta State University. Retrieved on May 11, 2006 from

<http://coefaculty.valdosta.edu/troot/read7140/Narrative%20Process%20Writing%20Checklist.doc>

Teacher Materials:

Livingston, H. D. (2006). *Ocean animals data collection chart*. Unpublished manuscript, Valdosta State University, GA.

Livingston, H. D. (2006). *Narrative prewriting model*. Unpublished manuscript, Valdosta State University, GA.

Livingston, H. D. (2006). *Narrative revising model*. Unpublished manuscript, Valdosta State University, GA.

Livingston, H. D. (2006). *Narrative revising scoring guide*. Unpublished manuscript, Valdosta State University, GA.

Proofreader's sheet: Tompkins, G.E. (2004). *Teaching children to write. Teaching writing: Balancing process and product* (p. 23). Upper Saddle River, NJ: Pearson.

Overhead projector

Grouping Arrangements:

Instructional grouping will be whole group during modeling. This will encourage active participation among the students and allows them opportunities to ask questions that will benefit the entire group. It makes instruction easier and less redundant, so that questions and concerns are addressed only once or twice.

Practice Activity grouping will be in collaborative groups. (six groups of two) Each member will take turns writing throughout the stages of the writing process. Groups will be made so that they have mixed ability levels and further support for students with special needs is available.

Assessment Activity grouping will be individual. Each student will make revisions to their draft, adding and deleting sentences and details. It will be graded using the scoring guide attached.

Instructional Procedures

Mode of Writing: Narrative

Stage of Writing: Revising

Stage of Writing Instruction: *Revising is the third stage of the writing process. During the revising stage of writing, you will use your rough draft and make changes. You will reread your rough draft at least twice. You might find that you need to add more information, such as more details or more interesting vocabulary. You might need to remove words or sentences that do not make sense or are not necessary. You might also need to rearrange or reorganize some of your*