



## Narrative Writing

**Instructor:** Becky Hacker-Kliver

**Licensure Renewal Credit:** 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

**Dates:** July 1, 2019 – July 1, 2020

### Course Description (Overview of Course)

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. Students could produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Students could 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. Students could 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. In this module, you will learn more about narrative writing as it can be used for many purposes such as to inform, instruct, persuade, or entertain.

### School Improvement Rationale (School data that indicates a need for this course).

The ELA/Literacy education program standards for writing shall be met by schools and school districts for accreditation. Approximately half of the MISIC districts have indicated a need for more ELA/Literacy professional development focusing on writing.

### Expected Outcomes: The learner will be able to...

- Understand the importance of the "why" of narrative writing
- Understand the components of an effective narrative writing and application of these components

<b>Micro-Credential Component*</b>	<b>Micro-Credential Description</b>	<b>Hours</b>
Understanding the ELA Standards	How are the standards set up? How are they aligned K-12? These are just a couple of the questions that will be addressed in this micro-credential. The college- and career-ready standards anchor the standards document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.	3 Hours
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply the new ELA/Literacy Standards with your students and with your parents of your students</li> <li><input type="checkbox"/> Understand the progressions of the reading, writing, listening, and speaking standards AND apply your learnings to your classroom instruction</li> <li><input type="checkbox"/> Thinking about your deeper exploration of the standards; identify some of your biggest learnings, share some of the opportunities for the students with the standards, and determine the challenges presented by the standards</li> </ul>		
Tools for Narrative Writing	Do you need some more strategies in your toolbox to provide direct instruction, guided practice, and individual work for your students to produce more effective narrative writings? Join us on this journey of exploring more tools to teach narrative writing—another tool for success in tomorrow’s world!	4 hours
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine some different strategies for your toolbox to teach writing</li> <li><input type="checkbox"/> Provide examples of strategies you have tried, used, and/or adapted for the instruction of argumentative writing</li> <li><input type="checkbox"/> Reflect upon what worked, what didn’t work, and next steps in teaching writing</li> </ul>		

<p>Narrative Writing Task</p>	<p>As you think about preparing your students to write a narrative, make sure students can identify the key elements of a story (e.g., characters, plot, setting, conflict, and point of view). You will then work with students to infer character traits and analyze characters. If the directions call for a story that follows from the original (as most do), then you need to read and annotate with the appropriate questions in mind. Think about potential sources of conflict. Make sure students know about catchy hooks and how to format dialogue. Students will also benefit from more nuanced discussions of how to build suspense, use sensory details, and carry the tone/mood forward. Let's get started.</p>	<p>4 hours</p>
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**Success Criteria for this micro-credential:**

- Develop and/or a refine a narrative task for students in one or more of your classes
- Produce an example of the type of expected narrative essay you are asking of the students
- Provide students the opportunity to produce the writing for the narrative task(s)
- Reflect upon process and the products of the work of the students

<p>Assessing the Narrative Writing Task</p>	<p>As you think about assessing narrative writing; you will work with defining what the task is asking for around the categories of purpose or focus, organization/plot, narrative techniques, language and vocabulary, and conventions.</p>	<p>4 hours</p>
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**Success Criteria for this micro-credential:**

- Determine the key rubrics that may work for assessing students' narrative writings at the appropriate grade level
- Assess some student narrative writings using two of the selected rubrics; Compare and/or contrast the use of the two rubrics
- Reflect upon what worked, what didn't work, and next steps in assessing the narrative writings

## Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.