



## Writing Gallery Guidelines Document – Narrative Writing

Explanation	
Purpose	<p><b>A writing gallery should</b> increase the importance/focus and consistency of writing in kindergarten through 5th grade classrooms and increase teacher knowledge and understanding in the specific area of writing.</p> <p>The general purpose for a writing gallery walk is to view student writing and offer specific feedback, similarly to the way art is viewed in an art gallery. A writing gallery (walk) allows participants to view students' writing and make constructive, specific, and helpful comments about the writing. The culture of a gallery walk experience is non-evaluative in nature. It is meant to increase the importance and consistency of writing in kindergarten through 5th grade classrooms and to increase teacher knowledge and understanding of the writing types (<i>narrative, opinion, informative</i>).</p>
Goals	<ul style="list-style-type: none"> <li>• Provide opportunities for students to develop authentic writing pieces</li> <li>• Learn to develop a writing piece based on a text or a topic appropriate to each specific grade level</li> <li>• Complete the writing process from planning to publishing as addressed by each grade level standard</li> <li>• Purposefully organize and display students' writing products to celebrate and provide feedback that will impact future writing instruction</li> </ul>
Timeline	<ul style="list-style-type: none"> <li><input type="checkbox"/> Overall suggested timeframe is 4-6 weeks</li> <li><input type="checkbox"/> Planning: (includes creating scope and sequence of writing) 1-2 weeks</li> <li><input type="checkbox"/> Instruction: 2-3 weeks               <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction of writing</li> <li><input type="checkbox"/> Understanding writing to a topic</li> <li><input type="checkbox"/> Understanding writing to a text                   <ul style="list-style-type: none"> <li><input type="checkbox"/> Present multiple prompts related to varied texts and topics</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Organization and display: 1 week</li> </ul>
Who is Involved?	<p>Gallery Walk team</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Suggested Team Members:           <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Assistant Principal</li> <li><input type="checkbox"/> Instructional and/ or Literacy Coach</li> <li><input type="checkbox"/> Curriculum and Instruction personnel</li> </ul> </li> </ul>

Explanation	
	<input type="checkbox"/> Lead teacher <input type="checkbox"/> Teacher representative <input type="checkbox"/> Parent
Next Steps	<input type="checkbox"/> Debriefing to develop next steps such as: <input type="checkbox"/> Future professional development/ PLC needs <input type="checkbox"/> Suggestions for instructional changes/ improvements

Writing Gallery Procedures
<p><b>When:</b> Upon completion of the writing timeline (<i>narrative, opinion, informative</i>)</p> <p><b>Where:</b> Possible locations may include: hallways, gymnasium, multipurpose room, or libraries</p> <p><b>General Details:</b> Conduct a gallery walk where the team views authentic writing pieces and debriefs to determine next steps</p> <p><b>How:</b> Set a date for the writing gallery. Meet with the teachers to outline procedures and expectations. Notify members of the writing gallery team. Create folders for each member of the team. The folders should include copies of the protocol, rubrics, and an agenda with a schedule and map of the school. Meet with the team before the gallery begins to explain the protocol and contents of the folder. Conduct the writing gallery. Meet with the team after the writing gallery to debrief to determine next steps.</p> <p><b>Kindergarten Specifics:</b>            Writing could include a combination of pictures, writing, and/or dictation as indicated by MS-CCRSS. Writing may be depicted with a selected graphic organizer or a labelled single picture with a simple sentence(s). Writing may include inventive spelling with teacher dictation explaining a student's thought. Writing will be reflective of each student's developmental stage of writing.</p> <p><b>1<sup>st</sup> Grade Specifics:</b>            Writing will be reflective of each student's developmental stage based on the stages of writing development.</p> <p><b>2<sup>nd</sup> Grade Specifics:</b>            Writing should be developed into a paragraph or longer essay depending on the academic ability of each student.</p> <p><b>3<sup>rd</sup> Grade Specifics:</b>            Writing should be clearly developed and organized into a paragraph or essay depending on the academic ability of each student.</p> <p><b>4<sup>th</sup> Grade Specifics:</b>            Writing should be clearly developed and organized into essays of varying length depending on the academic ability of each student.</p>

### Writing Gallery Procedures

**5<sup>th</sup> Grade Specifics:**

Writing should be clearly developed and organized into essays of varying length depending on the academic ability of each student.

**All teachers should:**

- Plan and carry out writing instruction using the allotted time frame
- Display students' writing products in an organized manner including a note explaining the writing piece and how the piece meets the standard
- Execute any applicable next steps provided as a result of the gallery walk

## Kindergarten Narrative

**W.K.3** - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
<i>Use a combination of drawing, dictating, and writing</i> to narrate a single event <i>or</i> several loosely linked events.				
Tell about the events in the order in which they occurred				
Provide a reaction to what happened in the text				
Prints upper and lowercase letters correctly				
Uses nouns and verbs correctly				
Capitalizes the first word in sentences				
Capitalizes the word I				
Phonetically spelled words				

**Kindergarten Teacher Reflection Form:**

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events
- Tell about the events in the order in which they occurred
- Provide a reaction to what happened.
- Prints upper and lowercase letters correctly.
- Uses nouns and verbs correctly.
- Capitalizes the first word in sentences.
- Capitalizes the word I.
- Phonetically spelled words.

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

## **First Grade Narrative**

**W.1.3-** Write narrative in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal words to signal event order, and provide some sense of closure.

<b>Writing Instruction</b>	<b>Strong Evidence</b>	<b>Observed</b>	<b>Needs Attention</b>	<b>Not Observed</b>
Write narratives in which they <b><i>recount two or more appropriately sequenced events</i></b>				
Include some details regarding what happened				
Use temporal words and phrases to signal event order				
Provide some sense of closure				
Use common, proper, and possessive nouns				
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)				
Capitalize dates and names of people				
Use end punctuation for sentences				
Use commas in dates and to separate single words in a series				
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words				
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions				

**First Grade Teacher Reflection Form:**

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Write narrative in which they recount two or more appropriately sequenced events,
- Include some details regarding what happened,
- Use temporal words to signal words to signal event order
- Provide some sense of closure.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

## **Second Grade Narrative**

**W.2.3** -Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

<b>Writing Instruction</b>	<b>Strong Evidence</b>	<b>Observed</b>	<b>Needs Attention</b>	<b>Not Observed</b>
Write narratives in which they <i>recount a well-elaborated event or short sequence of events</i>				
Include details to describe actions, thought, and feelings				
Uses temporal words to signal event order				
Provides a sense of closure				
Use correct grammar such as; complete, simple, and compound sentences, irregular past tense verbs, irregular plural nouns, irregular verbs, adjectives, and adverbs				
Use correct capitalization, punctuation, and spelling such as; capitalize holidays, product names, geographic names, and use an apostrophe to form contractions and possessives				

### **Second Grade Teacher Reflection Form:**

What are your overall thoughts about the finished product?
What would you do differently?

Check the boxes that apply:

- Write narratives in which they recount a well-elaborated event or short sequence of events,
- Include details to describe actions, thoughts, and feelings,
- Use temporal words to signal event order
- Provide a sense of closure
- Use correct grammar such as complete, simple, and compound sentences, irregular past tense verbs, irregular plural nouns, irregular verbs, adjectives, and adverbs.
- Use correct capitalization, punctuation, and spelling such as capitalize holidays, product names, geographic names, and use an apostrophe to form contractions and possessives.

Choose one “Exemplary” product – what makes it “exemplary?”

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

### **Third Grade Narrative**

**W.3.3-** Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, or clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters, organize an event sequence unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

<b>Writing Instruction</b>	<b>Strong Evidence</b>	<b>Observed</b>	<b>Needs Attention</b>	<b>Not Observed</b>
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally				
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations				
Use temporal words and phrases to signal event order				
Provide a sense of closure				
Use sentences that are fluent and varied in length and structure with effective word choices				
Use correct and consistent punctuation, capitalization, and spelling				

**Third Grade Teacher Reflection Form:**

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Establish a situation and introduce a narrator and/or characters, organize an event sequence unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- Use sentences that are fluent and varied in length and structure with effective word choices.
- Use correct and consistent punctuation, capitalization, and spelling.

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

## **Fourth Grade Narrative**

**W.4.3-** Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, or clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from narrated experiences or events.

<b>Writing Instruction</b>	<b>Strong Evidence</b>	<b>Observed</b>	<b>Needs Attention</b>	<b>Not Observed</b>
Orients the reader by establishing a situation and introducing a narrator and/or character				
Organize an event sequence that unfolds naturally				
Use dialogue and description to develop experiences and events or show the responses of characters to situations				
Use a variety of transitional words and phrases to manage the sequence of events				
Use concrete words and phrases and sensory details to convey experiences and events				
Provide a conclusion that follows from the narrated experiences or events				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization, and spelling				
Use sentences that are fluent and varied in length and structure with effective word choice				
Use correct and consistent punctuation, capitalization, and spelling				

**Fourth Grade Teacher Reflection Form:**

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from narrated experiences or events.
- Use sentences that are fluent and varied in length and structure with effective word choice.
- Use correct and consistent punctuation, capitalization, and spelling.

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?

**Fifth Grade Narrative**

**W.5.3-** Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, or clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, descriptions, and pacing to develop experiences and events or show the responses of characters to situation.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Orient the reader by establishing a situation and introducing a narrator/ and or characters				
Organize an event sequence that unfolds naturally				
Use narrative techniques dialogue, description and pacing to develop experiences and events or show the responses of characters to situations				
Use a variety of transitional words, phrases, and clauses to manage the sequence of events				
Use concrete words and phrases and sensory details to convey experiences and events precisely				
Provide a conclusion that follows from the narrated experiences or events				
Use a variety of transitional words, phrases and clauses to signal event order				
Use concrete words (things you can touch, taste, smell, hear, and see) and phrases and sensory details to convey experiences and events				

**Fifth Grade Teacher Reflection Form:**

What are your overall thoughts about the finished product?

What would you do differently?

Check the boxes that apply:

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, descriptions, and pacing to develop experiences and events or show the responses of characters to situation.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.
  
- Use sentences that are fluent and varied in length and structure with effective word choice.
- Use correct and consistent punctuation, capitalization, and spelling.

Choose one “Exemplary” product – what makes it “Exemplary”?

Did you model or show students a sample product before requiring them to produce a product? What was your process for teaching the expectation of the final product?