**Narrative Writing: A Fictional Story (FN1)**

**Prewriting:** ***Writing a Fictional Story: Mentor Text***

**Writing Teaching Point(s):**

- Students will read mentor text and complete graphic organizer on Writer's Notes.
- Students will write a summary of the story in their own words.

**Standard(s):**

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

b. **Use dialogue** and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**Materials:**

- Chart paper and markers
- Text for *Prudy's Problem* by Carey Armstrong Ellis (handout)
- Chart: Definition of Imagined Fiction and Organizational Structure STORY Graphic Organizer

**Connection:**

"*So far this year, you have studied and completed two writing units.*

- *You began with the* ***personal narrative*** *and wrote about a true event that really happened to you.*
- *You have also had the opportunity to write* ***informational*** *pieces where you chose an 'expert' topic. Using important facts, you wrote to inform your reader.*

*Today we begin a new unit of study—writing a fictional short story. Unlike a personal narrative or informational article, a fictional story is 'made up' or not true.*

*In this unit you will write a story using your imagination to* ***create*** *characters and* ***invent*** *scenes to entertain your reader.*"

**Teach (modeling):**

The teacher shares how well-written stories have engaged her/him as a reader with i.e., well developed characters, an intriguing setting, a satisfying ending, etc.

"*Today we are going to read our model text. Prudy's Problem, by Carey Armstrong Ellis, will give us a text to refer to as we write our own stories about made-up characters and situations. While this book was written to entertain us, we are going to read for a different purpose. We are going to turn on our detective eyes and look for the writer's craft. We will examine the elements of a story: the setting, the talking characters, the problem, how the characters attempt to solve the problem and the resolution.*"

Teacher creates STORY Anchor Chart:

| | |
|---|---|
| S | Setting |
| T | Talking Characters |
| O | Oops! A problem! |
| R | Attempts to Resolve |
| Y | Yay! A solution |
| | |

**Link to Independent Practice**

"*Now you are going to finish reading the story on your own. You may complete the chart as you read, the way we have done, or after you finish reading the story. Remember, you are reading as a writer today, so notice all of the good writing strategies that Carey Armstrong Ellis uses as she tells us about Prudy."*

Teacher circulates the room to assist students as needed in completing the organizer. May select students to fill in the classroom STORY organizer as appropriate.

**Active Engagement (guided practice):**

"*I will begin reading the story aloud. As I am reading, if you hear something that we need to add to our STORY organizer, you should quietly raise your hand and be prepared to tell me where we should add it*."

Begin reading. Pause as needed to complete chart. Stop reading at "Yeah, that would solve your problem!" agreed Harold and Belinda.

"There is no problem!" shouted Prudy.

"*Let's stop here to review the parts of our STORY organizer we have completed together."*

**Closure:**

"*While I collect your STORY organizers, turn and talk with your partner about aspects of the story that you liked as a writer. Refer back to the text and identify some writing strategies that you might like to try in your own writing."*

Before the next class, teacher should review STORY organizers. Misinformation should be clarified either as a whole group at the beginning of class (if needed) or in small groups that focus on the structure aspect of the story.

**Notes:**

**Resources and References (adapted from, acknowledgements)**

Portland Public Schools

# A Fictional Story

*A fictional story is 'made up' or not true. The author uses imagination to* ***create*** *characters and* ***invent*** *scenes to entertain the reader. The* ***character*** *often faces a* ***problem*** *or* ***conflict*** *that must be* ***resolved****. The author engages the reader as the character attempts to resolve the conflict.*

**Prudy's Problem and How she Solved It**
By Carey Armstrong-Ellis

Prudy seemed like a normal little girl. She had a sister. She had a dog. She had two white mice. She had a mom and a dad and her own room at home.

Yes, Prudy seemed normal.

But Prudy collected things.

Now most kids collect something. Prudy's friend Egbert collected butterflies. So did Prudy. Belinda had a stamp collection. So did Prudy. Harold collected tin foil and made it into a big ball. So did Prudy. All her friends had collections. And do did Prudy—but Prudy collected *everything*.

She saved rocks, feathers, leaves, twigs, dead bugs and old flowers. She kept a box full of interesting fungi in the bottom drawer of her dresser. She saved every picture she had ever drawn, and ever valentine she had ever gotten. She saved pretty paper napkins in her desk drawer. She had six hundred and fourteen stuffed animals in different unnatural colors.

She had collections of ribbons, shoelaces, souvenir postcards, flowered fabric scraps, pencils with fancy ends, pink scarves with orange polka dots, old calendars, salt and pepper shakers with faces, dried-out erasers, plastic lizards, pointy sunglasses, china animals, heart-shaped candy boxes with the paper candy cups still inside, tufts of hair from different breeds of dogs…

She just could not throw anything away.

It drove her dad to distraction. He was a very tidy person who did not like clutter. He started saying unpleasant things as he tried to mow the lawn. "Prudy, you have a problem," he said.

"What do you mean?" she asked, baffled.

"You just have too much stuff. Why don't we haul it all to the dump?" he suggested hopefully.

"I don't have too much stuff, Dad," Prudy said.

It even got to be too much for her mom, who did not mind clutter but could no longer navigate the living room.

"Maybe you could take all this to the thrift shop," she said. "Surely someone could use this old mushroom…"

"I *like* that mushroom," Prudy said.

"Prudy, you have to face your problem," said her mother.

"I do not have a problem," said Prudy.

Prudy's little sister started putting together collections of her own.

"Uh-oh," said Egbert, eyeing Evie's little piles of pine twigs and used toothbrushes. "Prudy, how about if you packed everything all up and stuffed it into a rocket and sent it to Neptune?"

"Yeah, that would solve your problem!" agreed Harold and Belinda.

"*There is no problem!"* shouted Prudy.

But Prudy herself found that she could barely get to her desk to feed her mice.

She could not even get out of her room without setting off an avalanche of one thing to another.

And then one day while Prudy was walking home from school, something shiny caught

her eye. It was a silver gum wrapper.

"I must take this home for my shiny things collection!" she thought.

She ran home and tried to squeeze into her room.

Something started to happen. The walls started to bulge. The door started to strain at the hinges. The pressure was building higher…and higher…

The room exploded with an enormous BANG!

Bits and pieces of stuff flew everywhere.

"Holy smokes," said Prudy.

"I guess maybe I do have a little problem."

For six weeks, everyone pitched in to gather Prudy's scattered collections.
"Now what, Prudy?" said her family.

"Now what, Prudy?" said her friends.

"I'm working on it!" said Prudy.

Prudy looked around for inspiration. She visited an art collection.

She visited a fish collection

She visited a rock collection.

She went to the library to find ideas.

At last, after many hours of scrutinizing stacks of books, she came up with a brilliant plan!

With saws whirring and hammers pounding, everyone set to work.

The Prudy Museum of Indescribable Wonderment was an amazing sight to behold.

Everyone wanted to go visit.

Within a year, it was the biggest tourist attraction in Prudy's town.

"Look at that, Egbert," said Belinda. "Did you ever realize how many kinds of gym socks there are?"

"I had no idea cheese rinds could be so fascinating!" said Prudy's mother.

"Can I go to the gift shop?" said Evie.

At last Prudy's collections were neat and orderly and appreciated by everyone. Now she could sit back and enjoy the museum and all her happy visitors…

But she could never really stop collecting!

| | |
|---|---|
| **S** | **Setting:** |
| **T** | **Talking Characters:** |
| **O** | **Oops! Problem:** |
| **R** | **Attempts to Resolve:** |
| **Y** | **Yes! Problem Solved:** |

**Narrative Writing: A Fictional Story (FN2) (2 days)**
**Prewriting: *Favorite Stories---What's the Problem?***

**Writing Teaching Point(s):**

- Students will review the definition of a fictional story and create a short list of favorite titles.
- Students will analyze the structure of a fictional story.

**Standard(s):**

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**
b. **Use dialogue** and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**Materials:**

- Chart paper and markers
- Text for *Prudy's Problem* (handout).
- Anchor Chart: '*Our Favorite Stories—What's the Problem*?
- Chart: Definition of Imagined Fiction and Organizational Structure (Day 1)

**Connection:**

"So far this year, you have studied and completed a variety of writing.

- *You began with the **personal narrative** and wrote about a true event that really happened to you.*
- *The next unit of study was the **informational article**. During this unit, you chose an 'expert' topic. Using important facts, you wrote an article to inform your reader.*

*Today we begin a new unit of study—writing a fictional short story. Unlike a personal narrative or informational article, a fictional story is 'made up' or not true.*

*In this unit you will write a story using your imagination to **create** characters and **invent** scenes to entertain your reader.*"

**Teach (modeling):**

The teacher shares how well-written stories have engaged her/him as a reader with i.e., well developed characters, an intriguing setting, a satisfying ending, etc.

"*All of us have enjoyed reading and listening to imagined stories. Maybe it was a story read aloud in class or at the library. Perhaps it was mom or dad who shared this special story? Yesterday we read Prudy's Problem, so let's use that story and a few others we have read this year to complete our graphic organizer.*"

Teacher creates anchor chart: 'Our Favorite Fictional Stories,' i.e.
Anchor Chart example: Students enter 3-5 titles of favorite stories:

| Favorite Fictional Stories | | | |
|---|---|---|---|
| Title | Character | Problem | Solution |
| Prudy's Problem | | | |
| (student suggestions) | | | |

"I love reading, so it's hard to name just one story! Yesterday we read our mentor text for *this unit '**Prudy's Problem and How She Solved It'**. I love this story because the character is a lot like me -- I like to save things too! Another story I have enjoyed this year is _____. The details about the setting of this story helped me see that there are amazing sights around the world*!"

**Active Engagement (guided practice):**
Students consider their experiences reading and listening to fictional narratives. They share what made the reading especially interesting or engaging.

*"Can you name a favorite imagined story that you've enjoyed?*

*Take the next few minutes to remember the stories you have read. Think about books that have been read aloud. Which imagined or fictional stories have you especially enjoyed? Why?"*

Turn and Talk:
*"Let's come back together in a partner share. Share with your partner the title of at least one story you particularly enjoyed and tell why."*

Large Group Share:
*"Now let's add a few of your favorite examples to our anchor chart. We'll record the title and tell about a specific feature that was enjoyable or interesting."* It is important for the teacher to include several titles that are very familiar to most students, i.e., *Charlotte's Web, Diary of a Wimpy Kid, A Day's Work, etc.*

**Teach (modeling) (Second Day, if needed)**

Favorite Fictional Stories Chart---Add Problem-Solution:

Using this chart, the teacher teaches the problem-solution element of an imagined story. "*As you can see, there are many different kinds of stories. But here's an amazing fact-- all fictional stories share one essential feature: every story has* ***a problem that must be solved*** *by the character.*

*Let me show you what I mean. Fictional stories can be summarized in three easy steps: Character- Problem- Solution. Here are two examples:*

- *In the story, '****Prudy's Problem****', Prudy* ***likes*** *to collect things,* ***but*** *her room is so crowded it finally bursts****. So*** *she creates a museum to store her amazing things.*
- (Teacher creates another example using a story from the anchor chart and modeling: "The character likes/wants, but, so" framework)

**Active Engagement (guided practice):**

Teacher and students describe the problem-solution elements in each of the sample stories.

"*Together, let's name the Character-Problem-Solution for each of your favorite stories listed on the anchor chart. We'll use the this sentence frame each time:*
*Main character___likes (or wants)__, but _____. And so, _____."*

Sample chart:

| Our Favorite Fictional Stories---*What's the Problem?* | | | |
|---|---|---|---|
| Title | Character | Problem | Solution |
| Prudy's Problem | Prudy | ***Likes*** to collect, ***but*** her room is so crowded it bursts. | ***And so*** she creates a museum to store her |
| (Student suggested) | | **Likes/wants _____, but _____** | **And so** |

**Link to Independent Practice:**
"I know that you will enjoy creating your own imagined story.

Remember, a story is basically a problem that must be solved. So, just as we've created a Character-Problem-Solution' chart for these stories, it will be helpful for you to use this structure for your own imagined story. "

**Closure:**
"With a partner choose a fictional story that we've read in our anthology. Together, practice summarizing the story by using the sentence frame:
Main character__likes (or wants)__, but _____. And so, _____.

**Notes:**

**Resources and References (adapted from, acknowledgements)**
Portland Public Schools

## A Fictional Story

*A fictional story is 'made up' or not true. The author uses imagination to* ***create*** *characters and* ***invent*** *scenes to entertain the reader. The* ***character*** *often faces a* ***problem*** *or* ***conflict*** *that must be* ***resolved****. The author engages the reader as the character attempts to resolve the conflict or get what he or she wants.*

| Character | Wanted | But | And so |
|---|---|---|---|
| | | | |

**Narrative Writing: A Fictional Story (FN3)**

**Prewriting: *Character Development: Who are you?***

**Writing Teaching Point(s):**

- Students will use a graphic organizer to create a character for a story.

**Standard(s):**

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

**Materials:**

- Character Brainstorm chart, teacher and student copies
- Writing notebooks

**Connection:**

"*We know that good stories need interesting characters. Since characters are so important in a story, many writers often get started by imagining or creating a character. Today you will begin brainstorming ideas for the main character of a story*."

**Teach (modeling):**

Using the sample chart, the teacher models making a list of the characters s/he knows well. This listing demonstrates that familiar, everyday people can become the fictional characters of our stories.

**"***It can be tricky to come up with good ideas for characters, but certain strategies can help when brainstorming. Published writers often give this tip, 'start with what you know well.'*

*So, instead of beginning the brainstorming with imaginary characters like mermaids, aliens and dragons, why not begin with a list of people (or animals) we might ordinarily meet?*

*Let me show you what I mean. I am going to think about the characters I might meet in a day, and list them on this grid. The top row of my grid is where I will list real people I see often. For example, I often walk to the neighborhood bakery for a muffin in the morning. So, I think I'll begin my list of Character Ideas with*

- *baker/pastry chef*

*And to my list I'll add characters I see at school. . .*

- *boy/girl student At home*

*I might visit with*

- *elderly neighbor*

*Next, I'll add the animals around my house. . .*

- *my old kitty*

- *opossum (I saw him cross my yard the other day!)*

*"Now it is your turn. Think of some people you see often who you might want to create a story about."*

Students take a few minutes to add ideas to the top row of their chart.

*"Now I want to think of some totally fantastical characters. I want to make up imaginary characters that might be magical or pretend. I'll write these ideas in the second row of my chart.*

*At my house socks are always getting lost in the laundry. I think there must be a*

- *sock-elf . . . living in my laundry room.*
- *my dog has dog parties when I am at school*

*"Now you try. Use your imagination. Come up with some fantastical imaginary characters and write them down in the second row of your chart."*

Students list imaginary character ideas.

*"In the third row I am going to think about real people I know, but twist them into something not real. For example, the woman who makes coffee at the coffee shop I like always wears cool scarves and earrings made from feathers. I am going to pretend she turns into a bird at night."*

Add ideas to row three.

*"You will try this in a moment. Think of real people, then twist them into something not real. Write those ideas in row three. If you finish all three rows or you have an idea that doesn't belong in those rows, use the fourth row for even more ideas."*

**Active Engagement (guided practice):**

*"Now it's your turn. I want you to use the next few quiet minutes to remember or 'see' the characters (including animals) you might meet on an ordinary day.*

*Pick a typical day. All the people you see can become a character.*

*Where do you go? Who do you encounter or come across? What is this character doing?*

*Finally, do you have an idea for one imaginary character (i.e. elf or dragon) to add to your character ideas?"*

<u>Partner Share:</u>

*Turn and share your character ideas with a partner."*

**Link to Independent Practice**:

"*Now I want you to take all those great ideas for characters and just write or list them on your Character Ideas Chart. You can finish the boxes that are empty or add details to some of your characters. We will share ideas in a few minutes."*

At the end of this short brainstorming session, students pair-share their grid and then the class does a zip around with each student sharing a character and one detail.

Teacher Example: i.e., An elf who lives in the laundry room.

Teach (modeling):
Short Write: Teacher models generating a short and simple character profile using a sentence prompt:
Sample: _____is a____who. . . . .

"*I can see that you have some great character ideas. So, as a Short Write assignment today, you will continue to visualize and describe your characters.*

- *First, draw a star next to 3 of your favorite characters.*
- *Now, compose a Short Write sentence that describes each of these 3 characters.*

Use this sentence format:
_____is a____who. . . . .

*I'll share my thinking. Here's an example. I'll give the character a name, tell who he/she is, and share one detail:*

- *Mr. Bloom is a dad who pampers a pet puppy he always carries in his coat pocket.*
- *Ms. Gray is an elderly neighbor who loves backyard gardening.*
- *Juliet is an elf who lives in the laundry room and loves to sing and dance."*

**Link to Independent Practice:**
Allow the students a minute or two for 'think-time'. A modification may be to repeat this 'think-time' for *each* of the three favorite characters.

*Now it's your turn. Reread your list and star three favorite character ideas.*
*I'm going to turn off the lights as you imagine each of your 3 characters. Close your eyes. For each character, think about a name. Introduce the character by telling who she/he is. What is unique about this character? Create one unusual detail."*

**Closure:**
"*Fiction writers do a great deal of work imagining their characters before starting a story. Tomorrow you will spend more time getting to know a character*."

**Notes:**

**Resources and References (adapted from, acknowledgements)**
Portland Public Schools

# Character Ideas

| | | | |
|---|---|---|---|
| Real people | | | |
| Totally made- up characters | | | |
| Real people with a twist | | | |
| Other ideas | | | |

_____is a_____

who_____

_____is a_____

who_____

_____is a_____

who_____

**Narrative Writing: A Fictional Story (FN4) (2 days)**

**Prewriting: *Character Development: Let Me Introduce Myself!***

**Writing Teaching Point(s):**

- Students will use a graphic organizer to create a character for a story.

**Standard(s):**

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

b. **Use dialogue** and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**Materials:**

- Completed Character Brainstorm grid, teacher and student copies, Lesson 3
- Mentor text, *Prudy's Problem* by Carey Armstrong Ellis
- T-Chart: What do we learn about Prudy? T-Chart: teacher sample
- Interview worksheet, 'In My Character's Shoes', teacher and student copies

**Connection:**

"*Last session you began the important work of imagining characters. Today you will choose one character and spend more time getting to know that character.*"

**Teach (modeling):**

"*Let's begin by studying how another author, Carey Armstrong Ellis, develops her character in the story, Prudy's Problem. Today, I want you to think about what the author does to introduce us to the character.*"

Project the story's text or have students turn to their handout. Read aloud the beginning of the story with students following along. After the read aloud, teacher and students discuss the main character and record information on T-Chart.

What do we learn about Prudy?

- **The Author tells the reader. . .**

Active Engagement (guided practice):

Think-Pair-Share

"*Now with your partner, review the middle part of this story. Ms. Ellis gives us several details that help us know Prudy as a real person. Note particularly what Prudy says and how she acts.*"

After a few minutes have the students volunteer ideas. Together, students and teacher, continue to list character details on the projected T chart.

*"What further do we learn about the main character?" What do we learn about Prudy?*

- ***Author tells the reader. . .***
- ***Character says. . .***
- ***Character acts. . .***
- ***Other characters say. . .***

**Teach (modeling):**

"*Like this author, I want to develop an interesting character for my story.*

*So today, I will use the interview statements on 'In My Character's Shoes' to help me 'become' the character, and I will brainstorm believable details. When you put yourself in someone else's shoes, you pretend you are them and think about what life is like for them."*

Think aloud to demonstrate for students how to create details using the graphic organizer. Explain your thinking and answer for each 'interview question.' See teacher sample, i.e.

*'Juliet is a talented and creative elf who lives in a downstairs laundry room. Juliet loves acting and pretending. She's always dancing and twirling on the piles of fresh laundry. She 'performs' for her parents--- tap dancing and singing on the ironing board (stage).'*

*"Now that I've imagined all these things about Juliet, I am ready to think of a story to tell about her."*

**Link to Independent Practice:**

"*Now it is your turn to brainstorm some important details about your character.*

*Work to create a character that is in some ways similar to kids or people you know well. That way, even though your character is imaginary, he/she will* ***seem real*** *to the reader.*"

Allow students enough time to brainstorm and illustrate their character.

**Closure:**

Share in partners or small groups.

**Notes:**

**Resources and References (adapted from, acknowledgements)**

Lesson adapted from Writing Like Writers by Kathryn Johnson and Pamela Westkott, pages 129-130.
Portland Public Schools

## What do we learn about the character called Prudy?

| | |
|---|---|
| The author tells us. . . | |
| The character says. . . | |
| The character acts. . . | |
| Other characters say. . . | |

## In My Character's Shoes---An Interview

**My name is,** *Juliet* **but I like to be called_____. I am** 9 **years old and I live with** *my mother and father* **in** *a bright and cozy laundry room in a house owned by a lively lady named Ms. Maggie*. *Ms. Maggie loves to sing and dance to the music on her radio and ipod.*

**This is what I look like:**

**Shhhh! I have a secret. I** *like to bounce and pounce on the piles of fresh laundry. And I like to sing and dance too. Sometimes I 'steal' pieces of lace and silk to make costumes. I also like Ms. Maggie's pretty socks.*

**My most fun thing to do is** *pretend I'm a STAR. I love to sing in the sink (it echoes!) and tap dance on the ironing board***.**

**I'm really good at** *pretending. I can also create great costumes.*

**I never like** *to sit quietly.It's so hard to be a 'proper'elf.*

**My most special thing in the whole world is** *a fancy piece of fur and feather from Ms. Maggie's slipper*. **I have a bad habit of** *'stealing' shiny, soft, feathery things from the laundry room.*

---

**One more thing you should know about me is** *I want to be a STAR!*

## In My Character's Shoes---An Interview

**My name is_____, but I like to be called_____. I am _____years old and I live with_____in_____**

**_____.**

**This is what I look like:**

**Shhhh! I have a secret. I** _____

_____.

**My most fun thing to do is** _____

_____.

**I'm really good at** _____

_____.

**I never like**_____.

**My most special thing in the whole world is**_____

_____. **I have a bad habit of** ___

_____.

---

**One more thing you should know about me is**_____

_____

**Narrative Writing: An Imagined Story (FN5)**

**Prewriting: *It's a Struggle—Creating a Conflict and Solution***

**Writing Teaching Point(s):**

- Students will develop a problem and solution for the character they have created.

**Standard(s):**

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

**Materials:**

- Anchor Chart, Lesson 1: 'Our Favorite Stories----*What's the Problem*?'
- Completed interview worksheet, 'In My Character's Shoes', teacher and student copies.
- Graphic organizer, 'Create a Conflict', sample using mentor text, teacher sample and student copies.

**Connection:**

"*In our previous lessons you have worked hard to create an interesting main character. Today you will create the story for your character by crafting a problem and solution*."

**Teach (modeling):**

*"You know that a really good story grabs the reader's attention with a problem. That is, the main character struggles with some kind of trouble or conflict."*

(Review Anchor Chart, 'Our Favorite Stories- What's the Problem?' As a review, briefly discuss the different kinds of problems the characters face in these stories.)

"*How do writers figure out what the conflict in their story will be? Once the writer has spent some time getting to know his character well, he asks himself some important questions*."

Project the graphic organizer, 'Create a Conflict'.

*Here is a list questions authors may consider:*

- *What is special about this character?*
- *How might this (unusual behavior) become a problem?*
- *What are some kinds of problems the character may face?*
- *What is the main event that happens right before the character solves the problem?*
- *And so, how is the problem solved?*

**Active Engagement (guided practice):**

Teacher and students use the mentor text and the organizer questions to uncover how the author develops a problem and solution to create a story.

*Let's return to our mentor text, <u>Prudy's Problem</u> and try to answer these questions together."*

See sample chart. The author creates a character--- a 'normal little girl with a sister, mom and dad and a dog.' Except, Prudy collects things---too many things.

**Teach (modeling):**
"*If these are some questions that writers ask when creating a story, I want to try answering the same questions for my character. So, I am going to review my character sketch and interview questions. This information will help me figure out some ideas for a problem.*"

*"While I reread my interview worksheet, 'In My Character's Shoes', you reread yours."*
Allow adequate time for your students.

Project the organizer and model writing ideas in each section. (See Teacher Model example)
*"I have tried to think of some problems that make sense for my character. I'll share my thinking. . . Juliet makes such a racket singing and dancing, she might be 'caught' by Ms. Maggie! Juliet's mother is very worried, and she warns, 'Juliet, you must be quiet and still.' This is a real struggle for Juliet: her toes want to dance and her lips want to sing. Then (the big event) one spring day she hears Ms. Maggie singing as she does her spring cleaning. Juliet tries very hard to be still, but finally she bursts into song and Ms. Maggie spies her!*

*So . . . the two dance and sing together all day long!"*

*Hmm. Here's another idea for a problem. Juliet likes to create costumes. She sees all the pretty lace and colorful fabric on the clothes in the laundry pile. She spies the fancy fur and feathers on Ms. Maggie's slipper. Juliet is tempted to take just a little piece of fabric or fur. She thinks, "It's so small (and it's so old) Ms. Maggie won't even miss it! Juliet agonizes. Should she or shouldn't she take just a tiny piece of fabric? Finally, Juliet decides to write Ms. Maggie a note asking for a donation.*

*So. . . Ms. Maggie screams when she reads the note. This is evidence that an elf is living in her laundry room. But then she thinks about how much fun she has singing and dancing. She wants Juliet to have fun too. She creates a special, tiny, donation basket just for Juliet!"*

**Active Engagement (guided practice):**
*"Now, you get to brainstorm a problem and solution for your character. Take a few minutes to read the questions and think about your ideas."*

Think-Pair-Share: *"Share some ideas with your partner."*

**Students Work Independently:**
"*Now, let's get to work. Fill in the spaces of your 'Create A Conflict' organizer with the ideas you have for your story. We will share at the end of the workshop*."

**Link to Independent Practice:**
"*I see some wonderful story ideas. Soon, you will use the ideas you have brainstormed to start writing your fiction piece*."

**Closure:**
"*Great work today. Let's take a few minutes to zip around the room with each of you sharing the problem and solution*."

Notes:

**Resources and References (adapted from, acknowledgements)**
Lesson adapted from Writing Like Writers by Kathryn Johnson and Pamela Westkott, pages 144-145.
Portland Public Schools

# Conflict

**Character: Juliet**

**Beginning**

**What is special about this character?**

***Juliet loves to sing and dance.***

**Middle**

**Why must the problem be solved?**
**Name two obstacles or struggles**

1. ***Her mother is worried and tells her she must be quiet and still.***

2. ***Julie struggles. Her toes want to dance and her lips want to sing.***

3. ***One spring day she hears Ms. Maggie singing as she does her spring-cleaning. Juliet bursts into song.***

**End**

**So Finally, (THE BIG EVENT)**

***Juliet and Maggie meet face to face. The two dance and sing together all day long!***

# Create a Conflict

**Character: _____**

**Beginning**

**What is special about this character?**

**Middle**

**How might this (behavior) become a problem?**

**Why must the problem be solved?**

**1.**

**2.**

**3.**

**End**

**So. Finally, (THE BIG EVENT)**

**Narrative Writing: An Imagined Story (FN6)**
***Drafting the beginnings***

**Writing Teaching Point(s):**

- Students will use a graphic organizer to draft the story.
- Students will draft the beginning of the imagined story.

**Standard(s):**

W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**Materials:**

- Chart: Definition of Imagined Story and Organizational Structure
- Graphic organizer, 'Create a Conflict', completed teacher and student copies
- Interview worksheet, 'In My Character's Shoes', teacher and student copies completed in Lesson 3.
- Writing notebook or writing paper.

**Connection:**

*"Writers do you remember using a graphic organizer to plan other writing you have completed this year? Do you recall how carefully you plotted the order or sequence of your writing? You made these plans so you wouldn't 'get lost' while writing the draft.*
*Today you will review the imagined story structure. You will use this story structure to draft the beginning of your story."*

**Teach (modeling):**

*"Let's look back for a minute and study the chart that defines an imagined story. We know that a story has a character, often with a problem or conflict that must be solved.*

*Remember that a story has three basic parts:*

- *In the Beginning of the story we are introduced to the character and problem.*
- *A Middle describes the character's struggles and the big 'turning point' event.*
- *Finally, the End tells how the conflict is resolved."*

**Active Engagement (guided practice):**

*"So now, let's return to the mentor story, Prudy's Problem, and the organizer we've completed. We'll use this organizer to guide the retelling of the story---beginning, middle and ending."*

Teacher guides students in retelling the story.
*"The author has written a strong story with a very clear beginning, middle and end. Like Carey Armstrong-Ellis, you will use this organizational structure to tell your story. While I reread my organizer, you reread yours.*"

Allow adequate time for your students to review the beginning, middle events and solution for their story.

*"Good. Now that you have the 'flow' of your story, let's get to work writing the beginning."*

**Teach (modeling):**

Teacher models writing his/her story's beginning. The teacher thinks aloud, modeling character description, setting, special characteristic and problem. See sample attached.

*"The beginning of a story is like receiving an invitation to a party. The beginning usually includes information about the character, the setting, and at least a hint about the problem."*

Model reviewing the graphic organizer and any brainstorming charts.

"*Before I start writing I always like to refresh my memory about the good ideas I came up with while brainstorming. I might use some of these ideas in my writing today*."

Point to the character description section. "*I especially like this description of Juliet. In this sketch of Juliet, I created a*

*tiny elf. So I'll write this sentence. . .*"

Point to the setting section. "*Next, I'll tell a little about the setting, or where the story takes place. I want the reader to know that Juliet lives under the floor boards of Ms. Maggie's home. She lives with her mother and father. So I'll write. . .*

*Once I've reviewed my character ideas, I also think about the mentor text. I remember that Carey Armstrong-Ellis told how Prudy was like other 'normal' girls. Then she showed how Prudy was very different. I think I'll try to imitate that 'comparison strategy' in my writing today. So I write. . .*

Finally, I'll give a hint of the problem that Juliet faces . . . she was tapping her toes and singing.

**Link to Independent Practice:**

"*Now, read over the graphic organizer and character sketch you've prepared. Notice the good ideas you have and consider how you can build upon them as you write. Focus on finding the beginning, middle and end of your story.As you draft the beginning of your story, remember to include information about the character, the setting of the story and a hint about the problem.*"

**Notes:**

**Resources and References (adapted from, acknowledgements)**

Portland Public Schools

First Draft – The Story's Beginning Teacher
Writing Sample

| | My Thinking | My Writing |
|---|---|---|
| character description | In my sketch of Juliet, I have created a tiny little elf. So I'll describe Juliet. . . | Juliet was a teeny-tiny girl, no bigger than a field mouse. |
| setting- tells place | I'll tell a little about the **setting**. In my notes I say Juliet lives with her mother and father in . . . | She lived with her teeny-tiny mother and teeny-tiny father under the floorboards of Ms. Maggie's home. Juliet and her parents were elves. |
| special quality or characteristic | **What is special** to Juliet? Juliet, like most children, has special toys. . . | Juliet had her own little bedroom and her own little toys: a hula-hoop, a special book, and her very favorite treasure---a pair of shiny tap shoes. |
| hint of a problem | But Juliet was different than other elves. | Most elves are quiet and shy. But not Juliet! Juliet loved to dance and sing her favorite songs. |

## *The Beginning of a story usually includes:*

- ***Character description:*** *Who is the character? What does the character look like?*

- ***Story Setting:*** *Where does the story take place?*

- ***What is special about the character?*** *Why is this character out of the ordinary?*

- ***A hint of the problem.*** *Share a very short statement about the problem.*

Draft 1 ----**Beginning**

Juliet was a teeny-tiny girl, no bigger than a field mouse. She lived with her teeny-tiny mother and teeny-tiny father, under the floorboards of Ms. Maggie's home. Juliet and her parents were elves.

Juliet had her own little bedroom and her own little treasures: a hula-hoop, a special book, and her *very favorite,* a pair of shiny tap shoes. Most elves are quiet and shy. But not Juliet! Juliet loved to dance and sing. She was always tapping her tiny feet and singing her favorite songs.

**Drafting the Middle: *It's About the Struggle!* (2 days)**

**Writing Teaching Point(s):**

- Students will use a graphic organizer to draft the story.
- Students will draft the middle of the fictional story.

**Standard(s):**

W.3.3 aEstablish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
b.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Materials:**

- Graphic organizer, 'Create a Conflict', completed teacher and student copies from Lesson 4.
- Interview worksheet, 'In My Character's Shoes', teacher and student copies completed in Lesson 3.
- Writing notebook or writing paper.

**Connection:**

"*Writers, you have done a great job writing the beginning of your story. You have introduced the character, setting and problem to the reader.*

*Your reader will be anxious to learn more. So today, you will concentrate your efforts on writing the middle part of the story.*"

**Teach (modeling):**

*"Before I start writing, I always like to refresh my memory and review my writing goal.*

- *First, I reread the beginning of the story. Yes, the beginning makes sense and sounds good.*
- *So now, I'm ready to write the middle. I know the middle part of the story will describe three events that lead to a solution."*

Refer to all planning resources, i.e., graphic organizer and interview worksheet. *"The graphic organizer will act as a guide, keeping me from going on and on and straying from my goal. I will describe three events:*

*First, I want mother to warn Juliet. Juliet must behave like other elves. Next, I want to show how Juliet struggles. It's so hard to be a 'proper' elf.*

*Then, one spring day the temptation is too great. Ms. Maggie is singing while she works. Juliet bursts into song too!"*

**Active Engagement (guided practice):**
"*Take a minute to read the middle section of your graphic organizer. Think about the three events you've listed. Imagine the scenes. Turn to your neighbor and tell the sequence of the three events.*"

**Teach (modeling):**
Teacher models writing a beginning sentence and supporting details for each scene. i.e., "*Let me show how I will try to describe each event for the reader. For this **first** scene— Hmm . . . I'll need to **tell** the reader that mother is worried. Then I will **show or explain** to the reader with details. Here's how I'll begin. . .*"
See attached teacher model for a sample of a modeled writing lesson.

**Link to Independent Practice:**
"*Remember the graphic organizer is an important tool. Use it to help you remember the three important events. The organizer will help you stay on track.*

*Now, let's get to work. Write the middle of your story.*"

**Closure:**
Students Pair-Share with partner.

**Notes:**

**Resources and References (adapted from, acknowledgements)**
Portland Public Schools

First Draft -- The Story's Middle
Teacher Writing Sample

| **My Thinking** | **My Writing** |
|---|---|
| For this <u>first</u> scene—I'll need to ***tell*** the reader that mother is worried and why she is fearful. | ⟶ Juliet's mother was worried that Ms. Maggie would catch her singing and dancing daughter. So she told Juliet to be quiet and still like a 'proper' elf." |
| I remember a time that my mother warned me to be still in church. So I write. . . | ⟶ But it was so hard! Juliet stayed under the floorboards and didn't make a sound all fall and winter. |
| In the <u>third</u> scene,<br>I will use a time transition. | ⟶ <u>Then one spring day</u> Juliet heard a merry song on the radio and the happy tapping of Ms. Maggie's feet. Ms. Maggie was 'booging - wooging' while doing her spring cleaning. Juliet watched with wide eyes. Then Juliet's toes began twitching and her lips quivering. Before she knew it, a song bounced out of her mouth and she was dancing to the music! |
| I want to show what Juliet is feeling by what is happening on the outside. | |

**Narrative Writing: An Imagined Story (FN8) (2 days) Drafting: *How will it all end? An Amazing Solution!***

**Writing Teaching Point(s):**

- Students will use a graphic organizer to draft the story.
- Students will draft the ending of the imagined story.

**Standard(s):**

W.3.3.d Provide a sense of closure .

**Materials:**

- Graphic organizer, 'Create A Conflict', completed teacher and student copies
- Mentor text, *Prudy's Problem* by Carey Armstrong Ellis
- Anchor Chart: 'Exploding The Moment'

**Connection:**

*"You know that endings are very important to any piece of writing. A story without a good ending is like popcorn without butter and salt. Something delicious is missing!*

*Today I will show you how you can write an ending that convinces the reader that the problem is truly solved!"*

**Active Engagement (guided practice):**

"*You have probably seen that sometimes a writer just writes 'The End' when they think they are finished with a piece. Unfortunately, doing that does not wrap things up for the reader. Think about a time you turned the last page of a story and felt satisfied because the story reached a 'good' ending. What kind of story ending do you enjoy most?"*

Pair-Share: *"Tell your partner about a book or even a movie that ended well. Why did you feel this was a good ending?*

*Just like with beginnings, there are many ways authors choose to end a story."*

**Teach (modeling):**

Teacher leads students to become aware of how the author crafts the story's end.
"*Let's reread the ending in the story* ***Prudy's Problem***
*Then, discuss:*

- *Does the ending fit the story? Why do you think so?*
- *Would you change anything?*
- *What kinds of things should a writer think about when ending a story?*

**Teach (modeling):**

Teacher models writing the ending scene.
"*When do film makers use slow motion in a movie? Right, in the exciting parts, the moments where something is risky or dangerous. It's the same way in writing. Today I will think aloud and show you how I write the 'big event' ending.*

*This final scene is the gripping or fascinating moment of my story. I really want this moment to stand out. I'll work to slow down the action. I'll try to*

- *use the senses to give details*
- *show the feelings of the characters (what's happening inside)*
- *show the physical movements of the characters. (what's happening outside)*

*So first, I'm going to close my eyes and imagine myself in the scene.*" See attached teacher model for a sample of a modeled writing lesson.

**Link to Independent Practice**: "*Remember, the ending is the BIG EVENT.*

1. *Work to slow down the action by*
   - *using the senses to give details*
   - *showing the feelings of the characters (what's happening inside)*
   - *showing the physical movements of the characters. (what's happening outside)*

2. *Tell the solution to the problem.*

Pair-Share: "*Take a minute to tell your partner what this scene is about. Then tell your characters feelings and what is happening on the outside?*

*Now, let's get to work. Write the ending scene of your story.*"

**Closure:**
Students pair share by reading their final scene to a partner. And/or if time permits select student volunteers to read their story's end. Discuss how the writer 'slowed down the action,' adding examples to the anchor chart.

**Notes:**
This pacing of a BIG EVENT is a new skill for third graders. An additional resource that may help your students visualize the "slow down" action is the picture book, ***Roller Coaster***, by Marla Frazee.

**Resources and References (adapted from, acknowledgements)**

Lesson ideas from Fluent Writing by Denise Leograndis.

Portland Public Schools

Sample Anchor Chart

| The Big Event: How to Slow Down the Action | |
|---|---|
| Strategy | Example |
| Use the senses | |
| Show the feelings of the character. (What's happening on the inside) | |
| Show the physical reactions of the Character. (What's happening outside) | |

Sample Anchor Chart-teacher ideas

| The Big Event: How to Slow Down the Action<br>*Final Scene: Juliet and Ms. Maggie Meet Face to Face* | |
|---|---|
| Strategy | Example |
| Use the senses | *Juliet can hear and feel her heartbeat*<br>*thumping and pounding in her chest*<br>*"palump, palump'. . .goes her heart ???* |
| Show/Tell the feelings of the character. (What's happening on the inside) | *Happiness- Juliet couldn't stop dancing even if she tried* |
| Show the physical reactions of the character. (What's happening outside) | *Juliet smiled*<br>*eyes sparkled*<br>*twirled, swayed*<br><br>*Ms. Maggie*<br>*blinked*<br>*hummed, clicked heels*<br>*dance and sing with Juliet* |

First Draft --------The Story's End
Teacher Writing Sample

I really like my character and want her to be happy singing and dancing.

The final scene brings her face to face with Ms. Maggie. Could this be danger as Juliet's mother warned? No! I really like Ms. Maggie too. I think she and Juliet could be good friends. This would be a satisfying ending for me.

| **My Thinking** | **My Writing** |
|---|---|
| I need to write a sentence that tells what this scene is about. I will start with the time transition words, 'at last'. | → *At last* Ms. Maggie and Juliet were face to face. |
| Now I want to capture or slow down this small moment by showing Juliet's feelings on the inside. . . and her body movements on the outside. So I write. . . | Juliet could hear her heart skip with happiness. She smiled. Her tiny eyes sparkled like a million stars. Then she twirled and swayed. She felt so wonderful that she couldn't stop dancing if she tried. |
| Now, I want to show Ms. Maggie's reaction to Juliet. So I write. | Ms. Maggie blinked. She hummed. Finally, she clicked her heels. Then she was dancing and singing along with Juliet. |
| And here's my solution. . . | They danced and sang all day long! Now the new friends would enjoy the music and happy times ***together.*** |

Narrative Writing: An Imagined Story **(FN9)**

**Revising:** ***Adding Dialogue to Elaborate***

**Writing Teaching Point(s):**

Students will revise by adding dialogue to elaborate the important scene.
Students will share their writing with a partner to help improve the writing.

**Standard(s):**

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**Materials:**

Fictional Story Draft – student and teacher
Chart paper and markers

**Connection:**

*"We have been creating our drafts focused on the structure of the story. Another way to make our writing more interesting is to stop and tell what a character is thinking or feeling."*

**Teach (modeling):**

Teacher models dialogue used in mentor text.
*"Remember in Prudy's Problem how the author used dialogue to let Prudy know she had a problem? Instead of the author telling us "Prudy's dad thought she had a problem collecting stuff and he wished Prudy would just haul it off to the dump." She allowed the Prudy's dad to say what was on his mind like this:*
*"Prudy, you have a problem," he said.*
*"What do you mean?" she asked, baffled.*
*"You just have too much stuff. Why don't we haul it all off to the dump?" he suggested hopefully.*
*"I don't have too much stuff, Dad," Prudy said.*

Remind students of the basic rules of punctuation used with dialogue.

*"I like how the two characters have a conversation about Prudy's stuff. As a reader I find dialogue interesting and always look forward to what I will find between the quotation marks. Remember, quotation marks indicate exactly which words are being said. The quotation marks always come right before the first word spoken. As in any sentence, the first word is always capitalized and the sentence in quotes ends with a period, comma, question or exclamation mark. The quotation mark comes after the ending punctuation mark."*

**Active Engagement (guided practice)**

*"Now let's look at my draft. Let's determine a good place together where we could add a conversation between the characters to make the story stronger and more interesting."*

Teacher and students work together to add dialogue to teacher draft.

**Link to Independent Practice**:

*"Now reread an important event in your story. Watch for a place you can add dialogue that tells what you or a character is thinking or feeling. Remember to use quotation marks around the dialogue or talking words."*

**Closure:**

*"Share your revisions with a partner. Did he/she add dialogue? Does it make sense and add to the writing?"*

Discuss together what went well during Partner Share.

*"It is helpful to learn from our classmates how a good piece of writing can become even better with some changes."*

**Notes:**

**Resources & References: (adapted from, acknowledgements)**

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**Narrative Writing: A Fictional Story (FN10)**
**Revising:** ***Using Temporal Transitions between Events***

**Writing Teaching Point(s):**

- Students will write transitions to signal time changes from scene to scene.
- Students will use a comma to separate city and state (i.e in an address) A sample Anchor Chart has been provided.

**Standard(s):**

W.3.3.c. Use temporal words and phrases to signal event order.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**Materials:**

- **Anchor Chart--**Writing A First Draft
- **Mentor Text-** Prudy's Problem
- Temporal Transition Words List- copies for teacher and students
- Fictional Story Draft—Teacher and Student
- Chart paper and markers

**Connection:**

"*I noticed you doing smart work yesterday as you revised your draft by adding dialogue. By adding conversations between characters, you have made your story even more interesting for the reader. Now, we need to make certain we have one more element to ensure that our story flows smoothly. Today, we are going to learn how to move from one part of the story to another."*

**Teach (modeling):**

*"During the school day I often let our class know that something new is about to happen. You have heard me say, 'It's time for reading', or 'Let's line up for recess,' when we change from one activity to another.*

*Writers do the same for their readers. Writers use special* ***transition*** *words to let the reader know a change in time or place is about to happen. We call them temporal transition words, temporal means 'time.'*

*Let's look at Prudy's Problem. As others are trying to force Prudy into facing the fact that she has a problem, she finds something else to add to her collection. Read with me:*

*And then one day while Prudy was walking home from school, something shiny caught her eye.*

*Do you see how the author uses the phrase 'And then one day' to signal a new scene is beginning? If you look just before this, we were in Prudy's house and now we are on another day outside.*

*Some other temporal phrases I found in the Prudy's Problem are:*

*At last,*

*For six weeks,*

*Within a year,*

Turn and Talk: *Work with a partner to identify these words in our mentor text. Talk to your partner about whether these words are indicating a change in time or place.*

**Active Engagement:**

Distribute Transition Word List.

*"Here are a few examples of transition words that authors sometimes use instead of the word 'then'. Let's review these words together.*

*Now, I am going to look at my writing and see where I can add some of these words to make my story flow more smoothly. I am reading for a spot in my story where time or location change. As I read, if you hear of a place, raise your hand and tell me a word or phrase I can add.*

Teacher reads draft aloud, allowing students to help insert temporal words.

**Link to Independent Practice**:

*"Now, I'd like you to add temporal words or phrases to your draft. Remember to look for transitions in your story where time or place change. You may use the words on our list or other temporal words or phrases you have learned or noticed while reading. Push yourself to be more creative than First, Next, Then, Finally."*

**Notes:**

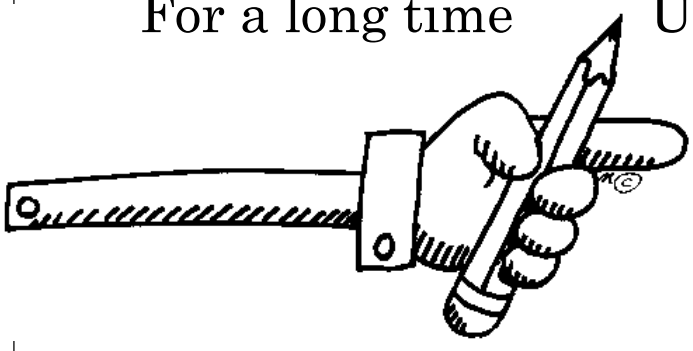
**Resources & References: (adapted from, acknowledgements):**

SF Writing Resources: Grammar Writing and Practice Book

Portland Public Schools

## Temporal Transition Words List

| | |
|---|---|
| After | In the meantime |
| Afterward | Later |
| As soon as | Next |
| At first | Soon |
| At last | When |
| As a result | When suddenly |
| Before | We had just |
| Before long | It was not long |
| Finally | In the afternoon |
| For a long time | Until |



**Narrative Writing: A Fictional Story (FN11)**
**Editing: *Perfecting Each Other's Writing—Peer Editing Checklist***

**Writing Teaching Point(s):**

- Students will apply what they know about editing.
- Students will edit for correct spelling.
- Students will edit for correct punctuation, especially of dialogue

**Standard(s):**

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**Materials:**

- Mentor text, *Prudy's Problem* by Carey Armstrong Ellis
- Writing Notebooks
- Imagined story draft
- Peer Editing checklist

**Connection:**

*"Wow! You've reread and revised your story. You have carefully crafted the structure of your story and put a lot of thought into your character and how they resolve their problem. You are very close to finishing this piece of writing!*

*Editing is the last important step. It is important to edit any writing that will have an audience. Today, you will edit your writing partner's work. You will use our Peer Editing to check over and correct some common mistakes writers make while they are drafting. This is the last step before we begin typing our papers to publish!"*

**Teach (modeling):**

Display a copy of the Editing Checklist on the data camera or overhead projector. Teacher highlights capitalization and punctuation.

*"Today you will focus on proofreading your friend's story. We will look for words that are misspelled. We will check for sentences and proper nouns that start with capital letters. We will make certain our fiends have used punctuation correctly. Especially the quotation marks and commas, which show off our dialogue!*

Teacher hands out editing checklist and editing marks. Teacher projects or writes a portion of a story with spelling and grammatical errors. Teacher models how to make corrections.

**Active engagement:**

"*Now, let's practice with another selection. Work with your partner to identify the edits that were corrected."*

Teacher provides another selection. Circulates as students work. Allow students to correct the errors on the projected copy.

**Link to Independent Practice**:

"*All right, trade your papers and begin reading. The Editing Checklist is your helpful guide. Remember to check one point at a time. Be certain to mark your partner's paper clearly and sign the Editing Checklist."*

**Closure:**

"*Thank your partner for the opportunity to work on their paper, and thank them for the corrections they provided on your work. Take a moment to look over the marks on your paper and ask for clarifications from your partner."*

**Closure:**

Ask a student to volunteer to share their editing work and thinking with the class.

*"Tomorrow we are going to look at strategies for correcting spelling errors in our writing."*

**Notes:**

**Resources and References (adapted from, acknowledgements)**

Mechanically Inclined, by Jeff Anderson Mastering the Mechanics, by Linda Hoyt
Portland Public Schools

# Editing Marks

## Capitalize ≡

Change a lowercase letter to a capital letter.

## Delete

Take out letters, words, or sentences.

## Lowercase /

Change a capital letter to a lowercase letter.

## Caret ∧

Add words or punctuation.

## Spelling sp

Check for correct spelling.

## Period ⊙

Add a period at the end of the sentence.

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# Editing Checklist

Author _____ Date _____

Title _____

Authors and Editors, Please initial the oval by each item after editing.

| Author | Editor | |
|---|---|---|
| | | 1. Words that might be misspelled are circled. Words I know are corrected. |
| | | 2. All sentences end with correct punctuation. |
| | | 3. All sentences begin with capital letters. |
| | | 4. All proper nouns begin with capital letters. |
| | | 5. _____ |


# Editing Checklist

Author _____ Date _____

Title _____

Authors and Editors, Please initial the oval by each item after editing.

| Author | Editor | |
|---|---|---|
| | | 1. Words that might be misspelled are circled. Words I know are corrected. |
| | | 2. All sentences end with correct punctuation. |
| | | 3. All sentences begin with capital letters. |
| | | 4. All proper nouns begin with capital letters. |
| | | 5. _____ |

**Narrative Writing: A Fictional Story (FN12) (2 days)**
**Publishing: Incorporating Revisions and Edits**

**Writing Teaching Point(s):**

- Students will use the revised and edited draft to publish their work.
- Students will practice keyboarding skills.

**Standard(s):**

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.

**Materials:**

- Student draft with revisions and edits
- Laptops, tablets, computer lab

**Connection:**

*"Give yourselves a round of applause! You are ready to publish your work today! Remember at the beginning of this writing adventure when you hadn't even thought of your character yet? Now, with your creative thinking and support of your peers, you have a completed story!"*

**Active engagement:**

"*We will publish our stories in Microsoft Word. Please look at the chart I am creating. This will be your reference. We do not have a lot of time for publishing, so I want you to follow directions carefully."*

Teacher creates anchor chart with instructions for opening a document. Teacher should include a preferred font and font size so students do not lose time trying to make their stories look interesting.

**Link to Independent Practice**:

"*You have all the tools you need to publish your story. If you need assistance while you are typing, please use our classroom signal to get my attention. I will be right with you."*

**Closure:**

"*Great work today! Please take a moment to write your name and the file name of your piece on the index card I have provided you."*

**Notes:**

**Resources and References (adapted from, acknowledgements)**

Portland Public Schools

# End of Unit Checklist: Fiction

Marking Key:

X = Consistently Demonstrates
/ = Occasionally Demonstrates
— = Does Not Yet Demonstrate

| | STUDENTS | A situation is established and narrator/character is introduced in the opening. | Organization is appropriate to task and purpose. | Organize an event sequence that unfolds naturally (conflict/resolution). | Ending provides a sense of closure. | Form and use possessive nouns. | Spells high frequency words correctly. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |
| 4. | | | | | | | | | | |
| 5. | | | | | | | | | | |
| 6. | | | | | | | | | | |
| 7. | | | | | | | | | | |
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