Lesson 1: Pre-assessment

Essential Question

What skills do you need to develop to be the best writer you can be?

Materials

loose-leaf paper
rubrics

Mini Lesson

Explain to students that they will be doing a writing sample today that will help you to get to know them and to learn about their writing abilities. The sample will be used to help you know how to help them to become the very best writers that they can be. Explain that they should do their best.

Let students know that they will have the next hour to plan, draft, revise, and edit their writing piece. You will give them regular updates on the time remaining, but they should be ready to turn in a completed final draft at the end of the hour. The story can be as long as they need it to be, but they probably won't have the time to write a chapter book. Students can have as many sheets of paper as necessary.

Write the following prompt on the board:
Write a story about a child who gets in trouble. Be sure to sure to include characters, a setting, a problem and a solution.

As students finish their writing, attach a rubric to the top for easier grading.

Work Time

Give students a paper and set a timer. Give them updates every 10-15 minutes. Otherwise, see to it that writers have quiet time to write. Students who finish before the hour is complete should read, write or do another silent activity at their desk.

Closing

Share with your partner what you hope to improve on during this unit of fiction writing.

Intervention

If possible, set a visual timer on your white board to help students manage their time. If necessary, give students a word bank to help with spelling.

Extension

Allow students to come up with their own fiction narrative topic rather than using the prompt. You may want to tell them the day before so that they have time to generate a topic.

Lesson 2: Writing Notebooks

Essential Question	Materials
How can being organized help to improve your writing skills?	1 composition book for each student copies of cover sheet and dividers your writing notebook glue crayons

Mini Lesson

"Today we will be putting together writing notebooks that will be used for our entire unit. The notebook will help us to keep our important stories and resources organized."

Show students your writing notebook. Point out the three different sections and give a brief explanation of what each section is for. Show them how they will keep resources such as anchor charts in the first section. The second section will be for the two big writing pieces that they will be taking through the entire writing process. The final section will be a place for them to write additional stories when they finish something early.

Show students how to insert the dividers in their notebooks. The first divider can go on the first page. The second divider should go about 1/3 of the way through the notebook and the 3rd divider should go about 2/3 of the way through the notebook.

Work Time

Students will put their notebook together and then color the cover sheet and dividers.

Closing

Show your partner how you decorated your writing notebook. Show students where they will keep their notebooks and practice the procedures you want them to follow when it is time to put notebooks away.

Intervention	Extension

Lesson 3: Fiction Narratives

Essential Question

How is a fiction narrative writing different than other kinds of writing?

Materials

mentor text
fiction narrative anchor chart
task cards & recording sheet

Mini Lesson

"For the next couple of months, we are going to be writing fiction narrative stories. What does fiction mean?"

"A fictional story is a story that did not actually happen. I want to start our unit by reading an example of a fiction narrative." Read the lesson 3 mentor text to students or have them read it with partners.

"Who were the characters in the story? What was the problem in the story? How was the problem solved?"

"How is a fiction narrative different than a personal narrative?"

"A personal narrative is a true story about something that happened to you. A fictional story is a story that you made up. It can be realistic- a story that COULD have happened. A fiction narrative can also be unrealistic- a story that COULDN'T happen. The main difference is that a fiction narrative is a made up story with made up characters."

Complete the fiction narrative anchor chart and have students glue it to the inside cover of their notebook.

Work Time

Set task cards on desks around the classroom. Have students work with a partner to rotate around the room and determine if the story on the task card would be a fictional narrative or not.

Closing

Discuss the answers from as many of the task cards as time permits. Students will teach their partner what a fiction narrative is and give an example.

Intervention

Scoot through the task cards with a small group of students that need assistance with reading the cards and help talk them through the answer. Assign only half of the cards.

Extension

These students can write what type of writing each task card is an example of.

Lesson 4: Characters

Essential Question	Materials
How do writers choose characters to tell their story?	character anchor chart character student printable (optional)

Mini Lesson

"Whisper to your neighbor to tell them what a fiction narrative is and how it is different from a personal narrative."

"Today we are going to start planning our fiction narratives! The first thing that we must decide are the characters that our story will be about. Before we pick the characters, we must decide if our characters will be realistic or non-realistic. Will your story be about people like us? Or will your story have unicorns, dragons or talking animals?" Check the box for realistic on the class anchor chart. (You can come up with your own idea if you prefer.)

"Once you decide the type of characters, you will need to decide who the main character will be. What is their name? What do they look like? What do they act like?" Fill out the main character portion of the anchor chart using my example or one that you have generated.

"Stories are not usually about just one person. There are usually secondary characters that know the main character and help to tell the story. Some might be friends and some might be enemies." Fill out the secondary characters portion of the anchor chart.

Main Character

Dominic is a nine-year-old boy who is very quiet. He only has a few friends and he loves animals.

Secondary Characters

Purry is a stray cat with orange fur.	Dominic's mom works a lot and is very stressed.	Gage is fifteen and Dominic's brother. He teases Dominic.

Work Time

Students will make graphic organizers or use the student printable to plan their main character and their secondary characters. Some students may want to plan a few different combinations and then choose the set of characters that they like best to record on their printable.

Closing

Students will share with a partner about which characters they have chosen for their fiction narrative story. If time permits, you may want to have some students share their characters with the class.

Intervention	Extension
Ask students guiding questions to help them come up with a main character.	Encourage students to include more detail in their character descriptions and/or more than one main character.

Lesson 5: Setting

Essential Question	Materials
How do writers choose a setting to help tell their story?	setting anchor chart setting student printable (optional)

Mini Lesson

"Now that you have characters for your fiction narrative, we need to plan the setting. Who remembers what a setting is?"

"The setting is where and when the story takes place. Our story might have scenes in more than one place and time, but let's start by planning the setting of the majority of the story. We want to close our eyes and come up with as many details as possible to describe our setting."

Fill out the class anchor chart.

Where	When
Dominic's bedroom: It is messy. It has babyish looking decorations and lots of clothes and books on the floor. There is one window, but the curtains are closed. The room is dark.	After school and evenings Fall

Additional Scene Settings
An alley between Dominic's school and his house after school

Work Time

Students will make graphic organizers or use the student printable to plan their setting.

Closing

Students will share with a partner the details of the setting for their story.

Intervention	Extension
Ask students guiding questions to help them come up with a setting. Encourage these students to have their story set in just one place.	Have students add more details and descriptions for their setting.

Lesson 6: Problem

Essential Question	Materials
How do writers develop stories that are interesting to read?	mentor text problem and solution anchor chart

Mini Lesson

"Yesterday you decided on the setting for your story. Share the setting that you chose with your partner."

Read mentor text 6 to the class or have students read it with a partner.

"Who was the main character?"

"What was the setting of the majority of the story?"

"What was the problem that the characters faced in the story?"

"A fiction story needs a problem to make the story interesting. It is a challenge or situation that the characters must solve."

Fill out the class anchor chart using your own story idea or the one that I have provided as an example.

Problem
Dominic finds a kitten in the alley on the way home from school. He brings the cat home and hides it in his room. He wants to keep the cat, but he knows that his mom won't let him because she is allergic to animals. Mom finds the cat when his brother tells on him. Mom is very mad.

Work Time

Students will draw a planner or use the student printable to plan the problem for their story. Students should include as much detail in their problem as possible. They should not worry about how the story will be solved yet.

Closing

Students will share with a partner the problem that they have chosen for their story.

Intervention	Extension
Students who are really struggling with the planning may benefit from using one of the fiction narrative prompt task cards.	

Lesson 7: Solution

Essential Question	Materials
How do writers develop stories that are interesting to read?	mentor text problem and solution anchor chart

Mini Lesson

"Yesterday you decided on the problem for your story. Today we need to decide how our characters will solve the problem! We are planning the ending!"

Read mentor text 7 to the class or have students read it with a partner.

"Who was the main character?"

"What was the setting of the majority of the story?"

"What was the problem that the characters faced in the story?"

"How did the characters solve the problem?"

Fill out the class anchor chart (from lesson 6) using your own story idea or the one that I have provided as an example.

Solution
Dominic apologizes to his mom for being dishonest and hiding the cat. He agrees to take the cat to a shelter the next day. Mom does some thinking and just as Dominic and the cat are leaving, she tells him that she will start taking allergy medication. Dominic can keep the cat if he promises to keep it in his room and not lie to her again.

Work Time

Students will plan the details for how their characters will solve the problem in their story.

Closing

Students will share with a partner the solution that they have chosen for their story.

Intervention	Extension
Students who are really struggling with the planning may benefit from using one of the fiction narrative prompt task cards.	Encourage these students to go back and add more details to their problem and solution.

Lesson 8: Point of View

Essential Question	Materials
How do writers develop stories that are interesting to read?	mentor text point of view anchor chart

Mini Lesson

Read mentor text 7 to the class or have students read it with a partner.

"Who was the main character?"

"What was the setting of the majority of the story?"

"What was the problem that the characters faced in the story?"

"How did the characters solve the problem?"

"Who was telling the story? How do you know?"

"The person who is telling the story is telling the story from their point of view or how they see it. Sometimes the main character tells the story. Sometimes one of the secondary characters tell the story. Other stories are told by someone that is not in the story. They are called narrators."

Give an example from your story or use the example that I have provided.

Main Character	Secondary Character	Narrator
Dominic would talk about how he felt when he found the kitten and when he got in trouble.	The cat could talk about being found in the alley and then being scared about going to a shelter.	Can tell about how Dominic, the cat and Mom feel throughout the story.

Work Time

Students will draw a planner or use the student printable to brainstorm three different point of views that their story could be told from.

Closing

Students will share with a partner the point of view that they think will make their story most interesting.

Intervention	Extension
Have a small group of students work with you at a table. Have them talk to you or each other about possible points of view before they begin filling out the planner.	

Lesson 9: Rehearsal & Drafting

Essential Question

Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson

"Before a writer starts writing, it is helpful to rehearse. A writer can rehearse by telling their story, from beginning to end, to their partner. Saying it out loud helps you to think of the details and prepares you for writing. When you are sharing, be sure you are sitting right in front of your partner and looking right at each other. When you are talking, speak clearly and start from the beginning and remember to tell it from the point of view that you chose. When you are the listener, be sure to really hear the story."

Give each partner a few minutes to share and rehearse.

"Now it is time to put that story down on paper! Writers call this first version of the story their draft. When you are writing the draft, just focus on getting the entire story on paper. Do not worry about spelling or anything else that slows you down."

Ask students to skip lines. You may also want them to draw a line and leave the bottom third of each page blank for revisions.

Work Time

Students will work on the first draft of their masterpiece story in the masterpiece story section of their notebook. If they finish early, they can write a draft of a different story idea in the last section of their notebook.

Closing

Students will share with a partner the draft that they have so far. It may be beneficial to have them share with someone different than they rehearsed with.

Intervention

Have a small group of students work with you at a table. Make sure they are using their printables, but have them do the draft independently.

Extension

Lesson 10: Rehearsal & Drafting

Essential Question
Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson
"Yesterday you rehearsed your story with a partner. Today we are going to rehearse one more time. I want you to remember your story problem and solution and the point of view. As you are telling your story, tell your partner every single detail. Try to add even more details to your story by closing your eyes and seeing the story in your mind like a movie."

Give each partner a few minutes to share and rehearse.

"When you work on finishing your draft today, make sure that you are writing the entire story like you rehearsed it with your partner."

Work Time
Students will finish the first draft of their masterpiece story in the masterpiece story section of their notebook. If they finish early, they can write a draft of a different story idea in the last section of their notebook.

Closing
Students will share with a partner their favorite part of their story.

Intervention
Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

Lesson 11: Setting Goals

Essential Question

What goals can you set for yourself to improve your narrative writing?

Materials

completed rubric for each student from pre-assessment
goal sheet for each student

Mini Lesson

"Authors are always working to improve their writing. Even professional authors are looking for ways to become better writers. The best way to become a better writer is to ask for feedback. You can look at the feedback, or suggestions, from someone else and use their advice to improve your work. Writers don't get upset about the feedback. It does not mean they are a bad writer! The feedback is good, because it helps them to become an even better writer."

"At the beginning of this unit, you wrote a fiction narrative about a kid that got in trouble. I carefully read all of your writing pieces. I was so excited to learn more about your writing abilities! After I read your work, I filled out a rubric. A rubric is a list of skills that would make your work exceptional. I looked for those skills in your writing. There were some skills that you are already doing really well! There are some skills that you are starting to develop, but just need some practice. There are other skills that you may not have YET. I marked them down on this rubric."

"Today we are going to go over the rubric together. I will read each skill and tell you a little about what it means. You can look at your rubric and see if that is a skill you need to practice. Then you will write three goals for yourself as a writer during the next two months."

Pass out the student rubrics. Display a blank rubric. Read each skill one at a time and give a very basic explanation of what it means. Let students know they will learn each skill in detail very soon.

Work Time

Students will look over their rubric and determine the three biggest ways they can become better writers. They will write their three goals on the goal sheet and glue the goal sheet into the resource section of their notebook.

Closing

Students will share with a partner their three writing goals. Partners should really listen so that they can check back with each other periodically about how the work towards their goals is going.

Intervention

Have a small group of students sit at a table near you. Highlight areas that they received a 0 or "Not Yet." Ask students to pick three of those areas to be their goals.

Extension

Lesson 12: Writing a Lead

Essential Question
What types of leads are most likely to hook a reader?

Materials
mentor text
lead anchor chart

Mini Lesson
Read the lesson 12 mentor text to students or have them read it with partners.

"Today I want to really focus on the first couple sentences of our stories. Authors call this a lead. Authors spend a lot of time writing their lead. Why is it important to write a good lead for your story?"

Reread the first few sentences of the mentor text. "How does this author begin their story?" (with a sound or onomatopoeia) "Starting a story with a sound, that has something to do with the story you are about to tell, is interesting and makes readers want to continue." Add an example to the anchor chart.

"If all stories started with a sound, would that be interesting? We need more than one type of lead or our stories get boring. Another way that an author can start a story is with characters talking (dialogue)." Add an example to the anchor chart. (Do not worry about teaching punctuation. That will come in lessons 16 and 17.)

"Another great way to start a fiction narrative is with action. Readers will be hooked right away!" Add an example to the anchor chart.

	Boring	Lead that Hooks!
Sound	It was raining.	Drip. Drip. The rain plopped against the window pain.
Talking	It was time to go.	"Hurry up! Get in the car! We are going to be late!" screamed Mom.
Action	I was excited.	I excitedly jumped out of the bed the moment the alarm sounded.

Work Time
Students will write a few possible leads for their seed story that they drafted. Encourage students to try writing at least one of each type of lead. This list can be written in the masterpiece section after their draft.

Closing
Students will share their possible leads with their partner and choose the one that they like best for their masterpiece story.

Intervention
Rather than asking for a list of possible leads, encourage these students to come up with two possible leads.

Extension

Lesson 13: Developing Characters

Essential Question
How do writers develop deep characters?

Materials
mentor text
developing characters printable

Mini Lesson
Read the lesson 13 mentor text to students or have them read it with partners.

"Who is the main character in the story?"

"I feel like I actually know a lot about Rex after reading this short story. The author gave us lots of clues about their personality, their strengths and their weakness. She doesn't just list all of his character traits, they are mixed into the details of the story. For example, I know that Rex does what he is told because he starts eating the spicy bugs even though he does not like them."

"Today, I want you to really get to know your own story's main character so that you can include details to help your reader to get to know them."

Model filling out the interview form using your main character or the example story I have included.

Work Time
Students will use the printable to brainstorm more details about their main character. Then they will go through their story and add details to help their readers learn about the character.

Closing
Students will share with their partner a couple places that they added details to help their readers learn about the main character.

Intervention
Highlight a few places in their stories that you want them to add additional character details. Ask oral questions about their main character to get them thinking about the details.

Extension
Students can also add more details to their secondary characters.

Lesson 14: Developing Setting

Essential Question

How can writers use their senses to show the setting rather than telling readers what the setting is?

Materials

mentor text
developing setting anchor chart
developing setting printable

Mini Lesson

Read the lesson 14 mentor text to students or have them read it with partners. Reread a specific sentence where the author shows the readers where they are, rather than telling them.

"The author did not just tell us where they were. They showed us by describing what they saw, heard and felt. Today we are going to show our readers the setting of our story so that they can visualize it and feel like they are right there with our characters."

Work together on the anchor chart to replace the telling phrase with a showing phrase. Really have students imagine the place using all their senses.

He was in his bedroom.	Books were stacked on the desk. Clothes were strewn across the floor and the bed covers were in a pile at the foot of the bed. He cleared a path from the door to his dresser.
I jumped in the pool.	The smell of sunblock lingered in the air as I threw my towel on the closest lounge chair. I tossed my cover up and it landed on the deck. Within moments I could feel the cool water cover me as I jumped from the ledge.
She went to school.	As she walked into the room she could faintly smell paint from the art project they worked on yesterday. She quickly hung her bag and turned in her homework before taking her seat.

Work Time

Students will use the printable to brainstorm more details about their main setting. Then they will go through their story and add details to show the setting without having to tell readers where the characters are.

Closing

Students will share with their partner a sentence that they have used the "Show, Don't Tell" strategy.

Intervention

After students fill out the printable, have them highlight 3-5 details that they want to include in their setting description.

Extension

Students can also add more details to their secondary setting (if they have one).

Lesson 15: Creating Suspense

Essential Question
How can writers create suspense in their stories?

Materials
mentor text
plot anchor chart
plot printable

Mini Lesson
Read the lesson 15 mentor text to students or have them read it with partners.

"I love how the writer kept me on the edge of my seat! I really wanted to know what was going to happen next. The author did this by creating suspense. I didn't know what was going to happen next, but I couldn't wait to find out. She slowly told the problem through a series of events. We want to create some interest and use suspense in our stories too! We can do that by including several events that finally lead to a climax, or that point where the problem is at peak!"

Fill out the Rising Action and Climax portion of the plot anchor chart with your story or use the example that I have provided. (The rest of the chart will be completed in lesson 21.)

Rising Action (Events that lead to the problem.)	1. Dominic finds a cat in the alley. 2. He hides the cat in his room and takes care of it there. 3. Dominic's brother finds out about the cat and threatens to tell his mom.
Climax (The problem at its peak or worst.)	Mom finds out that Dominic has been hiding the cat in his room.

Work Time
Students will use the printable to plan their rising action events and the climax. Then they will go back into their writing and add any events or details that they need to.

Closing
Students will share with their partner their plot planner and describe how the rising action events are creating suspense.

Intervention
These students might benefit from filling out the planner backwards. Start by putting the problem in the climax and then ask themselves, "What happened right before this?"

Extension
Students can add an additional rising action event to create even more suspense and interest.

Lesson 16: Dialogue

Essential Question
How can authors use dialogue in their writing?

Materials
mentor text
dialogue anchor chart

Mini Lesson
Read the lesson 16 mentor text to students or have them read it with partners.

Reread some examples of dialogue.

"When an author shares the exact words that a character said, we call this dialogue. Using dialogue helps readers to better understand the story and feel like they were there!"

If students have a copy of the mentor text, have them highlight or underline examples of dialogue. Otherwise, project the mentor text and work together to find examples of dialogue.

Add a definition and examples of dialogue to the top of the dialogue anchor chart.

Tag at the End

"I baked some cookies," said Mom.
"I love when you bake cookies!" I exclaimed.
"Can I have two cookies?" I asked.

Tag at the Beginning

She whispered, "Don't wake the baby."
I asked, "Can I hold the baby?"
She exclaimed, "Of course you can!"

Work Time
Students will go back to their draft and add dialogue. Have them close their eyes and hear exactly what might have happened during the story. Don't worry about punctuation at this point. They can use a carrot to add the dialogue where they skipped lines or arrows to add it to the bottom of their paper if they left space.

Closing
Students will share examples of dialogue that they added to their masterpiece with their partner.

Intervention
Ask questions to encourage students. "What would your character have said about this?"

Extension

Lesson 17: Punctuating Dialogue

Essential Question
How can authors use dialogue in their writing?

Materials
dialogue anchor chart from lesson 16

Mini Lesson
"Tell your partner what dialogue is and why writers use dialogue."

"Today we are going to learn how to properly punctuate dialogue in our stories."

Start by labeling the quotation marks and tag on the dialogue at the top of the chart.

"Sometimes writers put the tag at the end and other times, they put it in the beginning. The way that the dialogue is punctuated changes based on where the tag is."

Add examples to your chart. Be sure to add questions and exclamations as they are punctuated differently. Point out where the quotation marks go, where the commas go and when to capitalize and add periods. It is helpful to have students use a different color marker, crayon or highlighter for all of the punctuation so that it stands out.

Examples of dialogue with the tag at the end:
"It's time for bed," said Mom.
"I wish I could stay up all night!" I exclaimed.
"Can I stay up for five more minutes?" I asked.

Examples of dialogue with the tag at the beginning:
She announced, "Tomorrow is field day."
I asked, "Can I be Jack's partner?"
Sara exclaimed, "You're always Jack's partner!"

Work Time
Students will go back to the dialogue they added to their masterpiece and properly punctuate. Students should reread their masterpiece and make sure they have added all of the necessary dialogue.

Closing
Write an example of dialogue on the board, but do not include any of the punctuation. Students should teach their partner how to properly punctuate.
Example: Cats make me sneeze she informed us.

Intervention
Allow students to just use dialogue with tags at the end. Be sure that students are using their anchor chart as a reference.

Extension
Encourage students to edit their masterpieces so that they vary where the tag is in their dialogue.

Lesson 18: Word Choice: Strong Verbs

Essential Question	Materials
How can writers make their words more interesting?	mentor text strong verbs anchor chart

Mini Lesson

"Today we are going to be learning how to add more interesting verbs to our writing. As we read our mentor text, listen for places that the author uses strong verbs to show the action in the sentence."

Read the lesson 18 mentor text to students or have them read it with partners. Ask students to share some examples of places in the text that the author used strong or interesting verbs. (Examples: begged, hustled, questioned)

Work together to fill in more specific verbs on the anchor chart.

run	dart dash scurry raced
look	glance glare stare survey
said	announced replied whispered uttered

Work Time

Students will go back through their masterpiece and underline the action verbs. Then they will decide which verbs need to be revised. Remind students that all verbs don't have to be strong! Writing is more interesting when it is varied. So just choose the verbs that are especially boring or repetitive.

Closing

Give students a sticky note and have them write one boring verb and how they made it more interesting. If you use a hard copy anchor chart- have students stick their notes to the chart. Alternatively, you can call on students to share one verb they revised.

Intervention	Extension
Look at students' writing and highlight several verbs that you want them to revise to be more interesting.	When students finish making their verbs more interesting, have them make their nouns more detailed. Example: Instead of book, replace it with the full title of the book.

Lesson 19: Paragraphs

Essential Question
How do writers organize their thoughts into paragraphs?

Materials
mentor text
paragraph anchor chart

Mini Lesson
Give students a copy of lesson 19 mentor text or display it on the board so that they can see it. Read the text together.

"Why does the author have blank lines between text?"

"Writing is broken into smaller chunks, called paragraphs, to give readers a chance to pause and keep the story organized."

Give students the paragraph anchor chart and review what each one means. Each reason is numbered. Go back through the mentor text and decide why the author changed paragraphs. Use the number from the anchor chart to label them.

Show students the paragraph editing sign so that they can use it when editing their masterpieces.

Work Time
Students will go back through their masterpiece and determine where they need to change paragraphs. They will insert the paragraph sign where needed. I suggest giving them color pens so that the signs don't get lost in their writing. If they are doing this on the computer, they can just add the paragraph break.

Closing
Students will teach their partner about the times that a writer needs a new paragraph.

Intervention
Have students focus on one type of new paragraph at a time. "Go through your dialogue. Every time a new person talks, add a paragraph sign." When they finish, give them a new task.

Extension
Encourage students to vary the length of their paragraphs. Some paragraphs are only a sentence (dialogue), while others are 5-7 more detailed sentences. Mixing the paragraph length makes your story more interesting.

Lesson 20: transitions

Essential Question
How can transition words and phrases help a reader?

Materials
mentor text
transitions anchor chart

Mini Lesson
"It is important that we help our readers to follow our stories from beginning to end. Writers use transition words to help their readers understand the order of the events in their story. Listen to the mentor text and see if you can hear any transition words."

Read the lesson 20 mentor text to students or have them read it with partners.

Make a list of common transition words and phrases on the anchor chart.

First, second, third, etc.
Then
Next
Finally
Afterwards
Meanwhile
All of a sudden
At the same time
After
Later

(I recommend keeping the transition words fairly simple and relating to time, but if you have writers that are ready for a challenge, you might suggest more complex transitions.)

Work Time
Students will go back through their masterpiece and look for places where they need transition words or phrases to help readers know the order that events happen. Remind students that every sentence should not have a transition. Reference the mentor text as an example.

Closing
Students will share a few of the sentences that they added transitions to. They can share with a partner or quickly go around the classroom and share with the whole class.

Intervention
Highlight just a few of the transition words from the anchor chart and ask them to find places in their stories where these words would help a reader.

Extension
Meet with students and add more transition words to their list. Examples: however, therefore, although and never the less.

Lesson 21: Writing an Ending

Essential Question
How can an author end their story in an interesting way?

Materials
mentor text
plot anchor chart from lesson 15

Mini Lesson
Read the lesson 21 mentor text to students or have them read it with partners.

"I love that this story has rising action and a climax. That gives it lots of suspense. I also love that it doesn't just end suddenly right after the climax. The author shared a short series of events that led to the solution. The author took their time showing how the character solved their problem."

Finish filling out the plot anchor chart from lesson 15. Use your own story or my example.

Falling Action (Events that lead to the solution.)	1. Dominic gets in trouble and is upset. 2. He finds a shelter for the cat. 3. Dominic's mom gets some allergy medicine.
Solution	Dominic's mom changes her mind and lets him keep the cat.

"Never end with 'The End'! My story will end with the cat purring in Dominic's lap. How will your story end?"

Work Time
Students will use the printable to plan their falling action and solution. Then they will go back into their writing and add any events or details that they need to.

Closing
Students will share with a partner how they chose to end their story.

Intervention
It might help these students to work backwards. What do they want the last scene to look like? How will the problem be solved? What event happened right before the problem was solved.

Extension

Lesson 22: Editing

Essential Question
How can writers make their writing look better?

Materials
mentor text
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson

"Up until this point we have been working on making our stories sound good by revising. Starting today, we need to start making our stories look good by editing them."

Give students a copy of lesson 22 mentor text or display it on the board so that they can see it. Read the text together.

Edit the mentor text as a class. Show them how to circle a misspelled word and write the correct spelling above. Show them the three line symbol for capitalization changes.

Give each student an editing checklist. You may also want to give students the spelling dictionary.

Work Time
Students will use a colored pen or pencil to edit their masterpiece writing. Encourage them to use the checklist and remind them to edit any of the text that they have added to their story during the past couple of weeks.

Closing
Allow students to read their story to a new partner. Reading it aloud might help them to find additional errors!

Intervention
Highlight spelling errors that they have the resources or knowledge to correct. Have students focus on just one task from the checklist at a time.

Extension

Lesson 23: Peer Editing

Essential Question
How can writers make their writing look better?

Materials
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson
"Tell your partner some things that you need to look for when editing a story."

"Today we will finish editing our stories. Instead of editing our own story, we are going to edit our partner's story. Why is it a good idea to have another person edit our work?"

"Today you will sit right next to your partner. You will read their story out loud while tracing the words with your finger. If you get confused, ask questions. If you see an error, circle it. Once you have completed the entire story, be certain to compliment the writer on something specific. Then they will start editing your story."

Work Time
Students will meet with their partner and do peer edits on their stories. Encourage students to use their editing checklist.

Closing
Have students share with the whole class something great that their partner did in their writing. Examples: interesting lead, lots of dialogue, strong verbs, etc.

Intervention
Have intervention students partner up and participate in this activity!

Extension
Have extension students partner up with each other to participate in this activity.

Lesson 24: Publishing

Essential Question	Materials
How do writers share their stories?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to teach students how you want them to publish their story (special paper, typing, etc.) If you need ideas for ways to publish, see the suggestions in the Teacher Directions file.

Work Time

Students will begin publishing their masterpiece story.

Closing

Have students find a new partner and share their favorite paragraph from their writing.

Intervention	Extension

Lesson 25: Publishing

Essential Question

How do writers share their stories?

Materials

publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to remind students of the publishing procedures and discuss any challenges that may have come up during work time the previous day.

You might want to allow early finishers to illustrate their story or make a cover for their story.

Work Time

Students will finish publishing their masterpiece story.

Closing

Display student writing. This can be on a bulletin board, in a class story binder or by binding them all into a class book.

Intervention

Extension

Lesson 26: Characters & Point of View

Essential Question

How do writers choose characters to tell their story?

Materials

character anchor chart from lesson 4
point of view anchor chart from lesson 8
character student printable (optional)

Mini Lesson

"Today is a special day because we are starting a brand new masterpiece story! We have already learned all of the important strategies that fictional narrative writers need to use. Therefore, our mini lessons are going to be shorter. I will just be reminding you of the things you have already learned. Having shorter lessons, will give you more time to write!"

"Today you need to come up with characters for your story and decide who will be telling the story."

Review the character anchor chart. Then review the point of view anchor chart.

Work Time

Students will draw a planner or use the printable to plan the characters for their next story. They will also decide whose point of view the story will be told from.

Closing

Students will share a little about their main character with their partner.

Intervention

Ask students guiding questions to help them come up with a main character.

Extension

Encourage students to include more detail in their character descriptions.

Lesson 27: Setting

Essential Question
How do writers choose a setting to help tell their story?

Materials
setting anchor chart from lesson 5
setting student printable (optional)

Mini Lesson
"Now that you have characters for your fiction narrative, we need to plan the setting. Who remembers what a setting is?"

"The setting is where and when the story takes place. Our story might have scenes in more than one place and time, but let's start by planning of the setting the majority of the story. The setting can be a real place or it can be a place that you make up. We want to close our eyes and come up with as many details as possible to describe our setting."

Review the setting anchor chart from lesson 5.

Work Time
Students will make graphic organizers or use the student printable to plan their setting.

Closing
Students will share with a partner the details of the setting for their story.

Intervention
Ask students guiding questions to help them come up with a setting. Encourage these students to have their story set in just one place.

Extension
Have students add more details and descriptions for their setting.

Lesson 28: Problem & Solution

Essential Question

How do writers develop stories that are interesting to read?

Materials

problem and solution anchor chart from lesson 6
plot anchor chart from lesson 15
problem & solution student printable (optional)
plot student printable (optional)

Mini Lesson

"A fiction story needs a problem to make the story interesting. It is a challenge or situation that the characters must solve."

Review the problem and solution anchor chart from lesson 6.

"One way that we make our problem and solution interesting is by adding in suspense. We have several events that lead to the problem and keep our readers on the edge of their seat wondering what will happen next."

Review the plot anchor chart from lesson 15.

Work Time

Students will draw a planner or use the student printable to plan the problem and solution for their story. Then, students will draw a plot planner or use the student printable to plan their rising action and climax. (The rest will be completed in lesson 36.)

Closing

Students will share with a partner the problem and solution that they have chosen for their story.

Intervention

Students who are really struggling with the planning may benefit from using one of the fiction narrative prompt task cards.

Extension

Lesson 29: Rehearsal & Drafting

Essential Question
How can writers use rehearsal before drafting a story?

Materials
sticky notes (optional for intervention)

Mini Lesson
"Today you will need to start to draft your story. Remember that when you draft a story, you are getting the story on paper with as many details as possible. You don't need to worry about spelling or looking up how to punctuate dialogue. Just get your story on paper. We will revise and edit later."

"Remember that before an author starts writing, it helps to rehearse their story. Saying it out loud helps you to think of the details and prepares you for writing. Turn to your partner and tell them your story from beginning to end. When you finish, they will tell you their story."

Work Time
Students will draft their story in the masterpiece section of their notebook. Remind students to skip lines.

Closing
Students will share what they have written so far with their partner.

Intervention
Give students three sticky notes labeled beginning, middle and end. Have students write the events of their story in order on the sticky notes before drafting.

Extension

Lesson 30: Drafting

Essential Question

How can writers use rehearsal before drafting a story?

Materials

Mini Lesson

"Yesterday you rehearsed your story with a partner. Today we are going to rehearse one more time. I want you to remember your problem and solution and the point of view. As you are telling your story, tell your partner every single detail. Try to add even more details to your story by closing your eyes and seeing the story in your mind like a movie."

Give each partner a few minutes to share and rehearse.

"When you work on finishing your draft today, make sure that you are writing the entire story like you rehearsed it with your partner."

Work Time

Students will complete their story draft.

Closing

Students will share something they are proud of that they wrote today with a partner.

Intervention

Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

Lesson 31: Writing a Lead

Essential Question
What types of leads are most likely to hook a reader?

Materials
lead anchor chart from lesson 12

Mini Lesson
"Today I want to really focus on the first couple sentences of our stories. Remember that authors call this a lead. Authors spend a lot of time writing their lead so that they can hook their readers."

Review the types of leads on the lead anchor chart from lesson 12.

Work Time
Students will write a few possible leads for their seed story that they drafted. Encourage students to try writing at least one of each type of lead. This list can be written in the masterpiece section after their draft.

Closing
Students will share their possible leads with their partner and choose the one that they like best for their masterpiece story.

Intervention
Rather than asking for a list of possible leads, encourage these students to come up with two possible leads.

Extension

Lesson 32: Developing Characters

Essential Question
How do writers develop deep characters?

Materials
developing characters printable

Mini Lesson
"Today, I want you to really get to know your own story's main character so that you can include details to help your reader to get to know them."

Review how to fill out the developing characters printable.

"When we write a story, we don't want to list all of the details about our character. We want to sneak them in so that our readers learn about the characters in a more interesting way. Show them who your character is without telling them. Instead of saying that they love to sing, maybe you can mention that they are talking to their best friend while walking to choir practice."

Work Time
Students will use the printable to brainstorm more details about their main character. Then they will go through their story and add details to help their readers learn about the character.

Closing
Students will share with their partner a couple places that they added details to help their readers learn about the main character.

Intervention
Highlight a few places in their stories that you want them to add additional character details. Ask questions about their main character to get them thinking about the details.

Extension
Students can also add more details to their secondary characters.

Lesson 33: Developing Setting

Essential Question

How can writers use their senses to show the setting rather than telling readers what the setting is?

Materials

developing setting anchor chart from lesson 14
developing setting printable

Mini Lesson

"Today we are going to show our readers the setting of our story so that they can visualize it and feel like they are right there with our characters. We aren't just going to tell them where the story takes place. We are going to show them."

Review the setting anchor chart from lesson 14.

Work Time

Students will use the printable to brainstorm more details about their main setting. Then they will go through their story and add details to show the setting without having to tell readers where the characters are.

Closing

Students will share with their partner a sentence where they have used the "Show, Don't Tell" strategy.

Intervention

After students fill out the printable, have them highlight 3-5 details that they want to include in their setting description.

Extension

Students can also add more details to their secondary setting (if they have one).

Lesson 34: Dialogue

Essential Question
How do authors use dialogue in their writing?

Materials
dialogue anchor chart from lesson 17

Mini Lesson
"Today you are going to revise your stories to add more dialogue. Why do authors use dialogue?"

"Dialogue can be tricky to punctuate. Let's review."

Review the dialogue anchor chart quickly.

Work Time
Students will revise their story to add more dialogue and then edit the punctuation. Students should be using their anchor chart as a reference. Students who finish early should review their word choice anchor chart and look back through their story to find verbs that they need to make stronger.

Closing
Students will show their partner some dialogue from their story and explain why they punctuated it the way that they did. You may wish to have a few students write a piece of dialogue on the board or have every student write on sticky notes that can be placed on the board or anchor chart.

Intervention
Encourage students to just use dialogue with the tag at the end to keep the punctuation simpler.

Extension
After adding dialogue, these students should revise their story to add stronger verbs.

Lesson 35: Paragraphs & Transitions

Essential Question

How do writers organize their writing with paragraphs and transitions?

Materials

paragraph anchor chart from lesson 19
transition anchor chart from lesson 20

Mini Lesson

"Remember that writing is broken into smaller chunks, called paragraphs, to give readers a chance to pause and keep the story organized. There are specific times that writers need to start a new paragraph."

Review the paragraph anchor chart.

"Transitions also help to keep our writing organized."

Review the transitions anchor chart. Remind students that every sentence should not have a transition word.

Work Time

Students will go back through their masterpiece and determine where they need to change paragraphs. They will insert the paragraph sign where needed. I suggest giving them color pens so that the signs don't get lost in their writing. If they are doing this on the computer, they can just add the paragraph break. Then students will insert any extra transitions that they need.

Closing

Students will teach their partner about the times that a writer needs a new paragraph.

Intervention

Have students focus on one type of new paragraph at a time. "Go through your dialogue. Every time a new person talks, add a paragraph sign." When they finish, give them a new task. Highlight just a few of the transition words from the anchor chart and ask them to find places in their stories where these words would help a reader.

Extension

Encourage students to vary the length of their paragraphs. Some paragraphs are only a sentence (dialogue), while others are 5-7 more detailed sentences. Mixing the paragraph length makes your story more interesting.

Lesson 36: Writing an Ending

Essential Question
How can an author end their story in an interesting way?

Materials
plot anchor chart from lesson 15

Mini Lesson
"In a good story the author takes their time showing how the character solved their problem. If an author ends the story too quickly, the readers will feel disappointed."

Review the plot anchor chart and falling action.

Work Time
Students will use the printable to add details to their falling action and solution. Then they will go back into their writing and add any events or details that they need to.

Closing
Students will share with a partner how they chose to end their story.

Intervention
It might help these students to work backwards. What do they want the last scene to look like? How will the problem be solved? What event happened right before the problem was solved.

Extension

Lesson 37: Editing

Essential Question
How can writers make their writing look better?

Materials
editing checklist
colored pens or pencils

Mini Lesson
"It is time to edit your stories to make them look as great as they sound!"

Review the editing checklist with students. Also, remind them to use their resources for spelling (word walls, spelling dictionaries, books, etc.).

Work Time
Students will go back through their masterpiece and edit using a colored pen. They should be referencing the editing checklist. After they edit their own piece, they should have their partner do a peer edit as well.

Closing
Have students share with the whole class something great that their partner did in their writing. Examples: interesting lead, lots of dialogue, strong verbs, etc.

Intervention
Highlight spelling errors that they have the resources or knowledge to correct. Have students focus on just one task from the checklist at a time.

Extension

Lesson 38: Publishing

Essential Question	Materials
How do writers share their stories?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to teach students how you want them to publish their story (special paper, typing, etc.) If you need ideas for ways to publish, see the suggestions in the Teacher Directions file.

Work Time

Students will begin publishing their masterpiece story.

Closing

Have students find a new partner and share their favorite paragraph from their writing.

Intervention	Extension

Lesson 39: Publishing

Essential Question	Materials
How do writers share their stories?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to remind students of the publishing procedures and discuss any challenges that may have come up during work time the previous day.

At some point during your writing time, let students know that they will be doing an assessment the following day. They should work on planning the characters, setting, problem and solution. It might be homework or something they do if they finish publishing early.

Work Time

Students will finish publishing their masterpiece story.

Closing

Students should practice for the author share celebration with their partner.

Intervention	Extension

Lesson 40: Assessment

Essential Question

What skills do you need to develop to be the best writer you can be?

Materials

loose-leaf paper
rubrics

Mini Lesson

Explain to students that they will be doing a writing sample today that will help you to get to know how much they have learned during the past several weeks. They should do their very best and remember the lessons they have learned.

You can allow students to use the resources from their notebook if you wish.

Let students know that they will have the next hour (you can adjust this time) to plan, draft, revise, and edit their writing piece. You will give them regular updates on the time remaining, but they should be ready to turn in a completed final draft at the end of the hour. The story can be as long as they need it to be, but they probably won't have the time to write a chapter book. Students can have as many sheets of paper as necessary.

As students finish their writing, attach a rubric to the top for easier grading.

Work Time

Give students a paper and set a timer. Give them updates every 10-15 minutes. Otherwise, see to it that writers have quiet time to write. Students who finish before the hour is complete should read, write or do another silent activity at their desk.

Closing

Intervention

If possible, set a visual timer on your white board to help students manage their time. Allow students to use their resources. You might also allow them to use the prompt task cards if they do not already have a story idea.

Extension