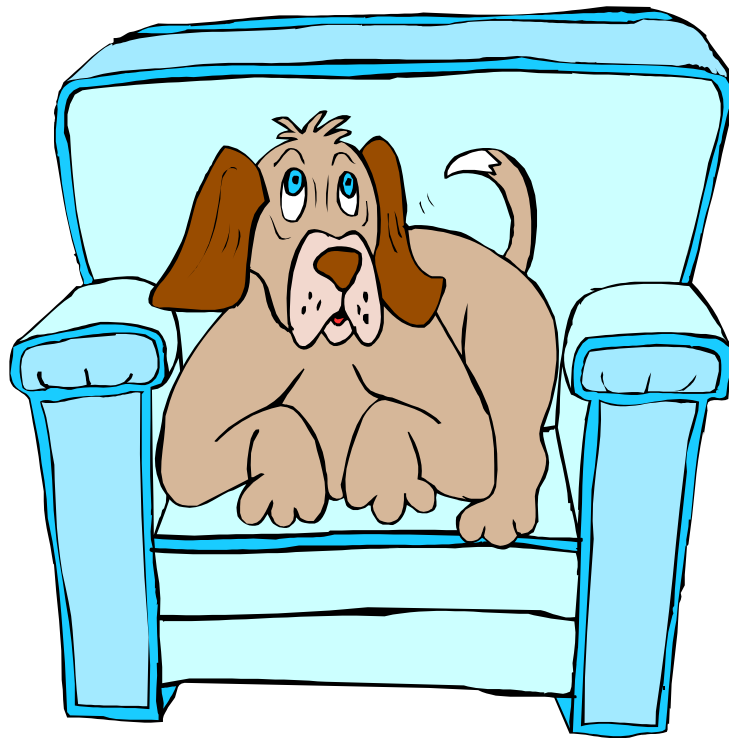




Write Fix:

An Intervention for Struggling Writers



Fantasy Narrative Unit: A Pet's Day Home Alone

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Unit Overview

A Pet's Day Home Alone is a writing unit which focuses on developing a fantasy narrative. It is designed to allow for students to be successful because it follows an easy organizational pattern (beginning, middle, and end of the day) and uses pets as characters.

The unit emphasizes crafting a fantasy narrative with a beginning, middle, and end. It includes a series of revising and editing mini-lessons as well as teacher samples which may be used to model writing.

This unit is particularly appealing to struggling writers because the writing piece is easy to develop—the beginning, middle, and end correspond to the beginning, middle, and end of a day. Also, students have lots of prior knowledge about pets—they have pets or have seen pets, and they are naturally curious about what pets do when no one is around.

Wednesday Is Spaghetti Day by Maryann Cocca-Leffler is currently out of print, but may be available at the library or online. For alternative texts with similar themes, try:

Cesar Takes a Break by Susan Collins Thoms (Sterling, 2008)

Letters from a Desperate Dog by Eileen Christelow (Clarion Books, 2006)

Naughty Little Monkeys by Jim Ayelsworth (Dutton Juvenile, 2003)

Common Core State Standards

Text Types and Purposes

W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Fantasy Narrative Unit at a Glance

Read Aloud/Mentor Text:

[Wednesday Is Spaghetti Day](#)

Read Aloud/Mentor Text: Wednesday Is Spaghetti Day				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Editing MINI-LESSON: Capitalization and Punctuation	Revision Mini-Lesson: Writing a Hook or Lead Sentence	Editing Mini-Lesson: Punctuation	Revision Mini-Lesson: Describing a Character	On Demand Prompt*: In the story, Katrina has a party with her friends after the family goes out. Write a story about what they did after the family came home.
Modeled & Guided Writing: Read prompt (p. 9) and brainstorm ideas for writing about a pet's day alone.	Modeled & Guided Writing: Review brainstormed list, model beginning prewriting. Guide students to tell stories to partners and begin prewriting using B-M-E organizer.	Modeled & Guided Writing: Complete Prewriting.	Modeled & Guided Writing: Model and guide using prewriting graphic organizer to begin draft. Model hook and first paragraph.	*Writing to Source
Sharing: Favorite part of <i>Wednesday is Spaghetti Day</i>	Sharing: Hook	Sharing: Favorite event of their stories	Sharing: A part which describes a character in their stories	Sharing: Read their On-Demand stories to partners
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Editing MINI-LESSON: Dialogue	Revision Mini-Lesson: Show, Don't Tell: Character	Revision Mini-Lesson: General vs. Specific	Editing Mini-Lesson: Editing a Paragraph	Mini-Lesson Review Review sentences
Modeled & Guided Writing: Continue modeling and guiding draft.	Modeled & Guided Writing: Continue and complete modeling draft.	Modeled & Guided Writing: Model and guide revising drafts. Require at least changes to drafts.	Modeled & Guided Writing: Model and guide editing. Require a specific number of edits (e.g. make sure you have 8 periods at the ends of sentences)	Final Copies: <i>Before lesson—type final copies for students.</i> Students illustrate and share their stories.
Sharing: two lines of dialogue from their stories	Sharing: A descriptive sentence or paragraph	Sharing: The ending of their stories	Sharing: Read stories to partners for peer feedback	Sharing: Read their Extended Writing stories to partners

What is Narrative Writing?

Narrative Writing is telling a story.



When you create **Narrative Writing**, you should include:

- a beginning that hooks the reader's attention
- vivid details and feelings that engage the reader
- characters, actions, and dialogue that enhance the plot
- an ending that satisfies the reader

This story is a fantasy. A fantasy should have imaginative details that could not happen in real life.



Narrative Writing Rubric

Name _____		⑤-----Excellent
Title _____		④-----Very good
Date _____	Text Type: Narrative	③-----Satisfactory
		②-----Needs Improvement
		①-----Needs Much Improvement
Production & Distribution of Writing W.4	Ideas	⑤ ④ ③ ② ①
	<ul style="list-style-type: none"> Tells an entertaining, well-developed story Includes well-developed characters Details are related and focused 	
	Organization	⑤ ④ ③ ② ①
	<ul style="list-style-type: none"> Has an easy-to-follow series of events that build to a climax Beginning catches the readers' attention Closing ties ideas together Logically organized Appropriate transitions 	
Language Choices L.3	Sentence fluency	⑤ ④ ③ ② ①
	<ul style="list-style-type: none"> Sentences flow together smoothly Sentences begin in different ways Sentences vary in length and type 	
	Voice	⑤ ④ ③ ② ①
Language Conventions L.2	<ul style="list-style-type: none"> Uses an engaging voice and effective dialogue Reflects the writer's style Connects with the reader Keeps the reader's attention 	
	Word choice	⑤ ④ ③ ② ①
Production & Distribution of Writing W.5; W.6	<ul style="list-style-type: none"> Includes detailed descriptions and/or figurative language Includes precise nouns and verbs Appropriate words to convey meaning Vocabulary suits the topic and audience 	
	Conventions	⑤ ④ ③ ② ①
Presentation	<ul style="list-style-type: none"> Is free or almost free from capitalization or punctuation errors Spells common words correctly and uncommon words phonetically Correct grammar and sentence structure 	
	Presentation	⑤ ④ ③ ② ①
TOTAL		/35

Lesson 1: Editing & Read Aloud

Mini-Lesson: Editing

Display *Editing Transparency* (page 27) sentence #1 or write on board. Give one student a marker or chalk to make the first correction. Have students take turns editing the sentence until all corrections are made. If students are having difficulty with a particular concept, you may wish to take a minute or two to teach it.

5 minutes

Management Tip

Use an overhead or large timer to track time for mini-lessons. After the time is up, go on to the next part of the lesson. This will help students with time management and help you keep track as well.

joe sally and aisha went to pizza hut for dinner on sunday
they had deluxe pan pizza and cokes

Joe, Sally, and Aisha went to Pizza Hut for dinner on
Sunday. They had deluxe pan pizza and Cokes.

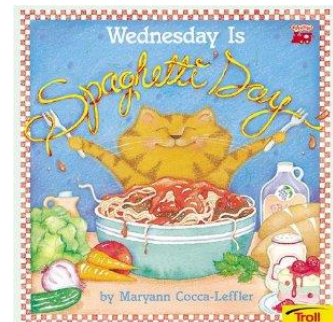
Read Aloud/Discussion:

SAY: **Today we're going to read a story about a pet that is left home alone. What do you think a pet might do when it is home alone all day?** (Record student responses.)

SAY: **Listen as I read this story. Today we are going to begin writing our own story about a pet that is left alone, so listen for some ideas that may help you in your writing.**

READ *Wednesday Is Spaghetti Day* by Marilyn Cocca-Leffler. Discuss what pets might do. You may wish to brainstorm and make a list of different ideas to help students who have difficulty selecting ideas.

10 minutes





Modeled and Guided Writing:

10 minutes

Read *Pet's Day Writing Prompt* (page 10) with students.

SAY: **Let's think a bit about what we are going to write about, or the topic. I have a dog named Daisy. I think I'm going to make up a story about what I think she does when I'm not home.**

Does anyone have an idea about a pet they would like to write about? (Elicit sample responses. Write your topic and have students write their topics on the prompt sheet.)

Continue completing the chart at the bottom of the prompt. This helps students focus on the writing task and really understand what they are being asked to do.

TOPIC	AUDIENCE	PURPOSE	FORM
Dog's day home alone (students may select any pet)	Friends/ classmates	To entertain	story


Brainstorm a list of things that pets might do when left alone. Remind students that this is a fantasy, so events don't have to be things that can really happen.

Sharing:

5 minutes

Have students turn to their partners to tell one thing that their real or make-believe pet might do when left home alone.

Pass the Pencil



Use "Pass the Pencil" to foster listening and speaking skills. Give one student a special pencil. Only the student who is holding the pencil may speak; all others should be listening. Observe and praise students for being good listeners.



Name _____ Date _____

Narrative Writing Prompt

We have just read “Wednesday Is Spaghetti Day.” The story describes what a pet cat does when her owners are away. Imagine what a different pet might do when left alone. Write a story for your friends about what a different pet might do when home alone.

In your story, be sure to include:

- A beginning, a middle, and an end
- A vivid description of the pet
- Descriptive details that “show, don’t tell” the reader

Now, write a story about what a pet might do when home alone for your friends.

ROLE	AUDIENCE	FORM	TOPIC



Lesson 2: Hook & Prewriting

Mini-Lesson: Revision

10 minutes

Display transparency of page 12 or write the sentences on board. Cover the revised writing examples and only display the weak example.

SAY: **This first sentence is an example of a weak beginning for a story. It doesn't really make you want to read the story.**

Uncover the revised example.

SAY: **Let's look at a different way to write this hook. Notice how Maryann Cocca-Leffler told the same ideas, that the family left the cat alone, but she kind of teased you into wanting to read why this wasn't a regular day for Catrina. That's called foreshadowing. Foreshadowing is when you give the reader a little taste of what is going to happen, but you don't give away too much. Let's try revising one together, using foreshadowing.**

Display second weak example, and ask students for some ideas for how to revise this and use foreshadowing.

SAY: **I want to give readers a clue that it was going to be exciting, but not give too much away. How about I say, "As I entered the gates at Six Flags, I had no idea that this was going to be a day I would never forget."**

Guided Practice: Have students work with partners to revise the last example. Allow 4-5 minutes for partners to work, and have them share. If you are using an overhead projector, give each group a blank transparency strip (see blackline on page 28 and you can display all groups at once).

Self-Assessment: Read each team's revised hook. Have students show "Thumbs Up" for each hook that is better than the original.

Modeled and Guided Writing

15 minutes

Review Writing Prompt. Distribute *Writing Graphic Organizer* (page 13).

Model, then guide students in completing one box at a time. Complete boxes for Setting, Characters, and Hook. As you are completing the hook box, remind students of the mini lesson of the day. Model using Foreshadowing in your hook, and encourage students to do the same.

See the sample Graphic Organizer (page 14) for ideas.

MOTIVATING TIP

For students who are unmotivated, you may wish to have students dictate their writing initially. This will strengthen the reading-writing connection and get students excited about publishing their ideas.

Try writing your own sample with a personal touch—use your pet's name!

Sharing

5 minutes

Have students turn to their partners to tell share their hook.

Ask students to show "thumbs up" if their partners used foreshadowing in their hooks.



Revision Mini-Lesson

Hook: Foreshadowing

Weak Writing Example:

One day the Tremonte family went out and left their cat home alone.

Revised Example:

It was Wednesday, and for the Tremonte family it was just another day. But for their cat, Catrina, it was not a regular day at all.

from Wednesday Is Spaghetti Day by Maryann Cocca-Leffler

Let's do one together.

Weak Example:

Last summer I went to the amusement park with my family. It was exciting.

Revised Example:

Now, work with partners to revise this:

One day my mom asked me to clean out the garage. I found a snake.



Name _____ Date _____

B-M-E Organizer

Setting	Characters
----------------	-------------------

Hook

Beginning	Middle	End

Name _____ Date _____

B-M-E Organizer

Teacher's Sample

<p>Setting the Burke family's house and back yard</p>	<p>Characters Daisy Striker Gus Sam the Burke family—2 boys</p>
--	--

Hook
The Burke family rushed around trying to get ready for the day. They barely noticed their dog, Daisy, anxiously pacing by the door. "Oh, poor dog," said Ryan. "We'll play with you when we get home." Little did the family know that Daisy couldn't wait for them to leave. She was having a pool party for all her canine friends.

Beginning	Middle	End
<ul style="list-style-type: none"> • Family leaves • Daisy is home alone • Daisy's dog friends come over 	<ul style="list-style-type: none"> • Dogs have party • Play in pool • Eat hamburgers and hotdogs • Play Frisbee 	<ul style="list-style-type: none"> • Boys come home from school • Dogs clean up really fast • Dogs sneak out of house • Family comes in and doesn't know Daisy had party



Lesson 3: Editing & Prewriting, continued

Mini-Lesson: Editing

5 minutes

Display *Editing Transparency* (page 27) sentence #2 or write on board. Give one student a marker or chalk to make the first correction. Have students take turns editing the sentence until all corrections are made. If students are having difficulty with a particular concept, you may wish to take a minute or two to teach it.

mrs nelson saw sammy at the annapolis mall yesterday
sammy couldnt believe his eyes

Mrs. Nalley saw Sammy at the Annapolis Mall yesterday.
Sammy couldn't believe his eyes!

Modeled and Guided Writing

20 minutes

Review Writing Prompt and brainstormed list of things pets might do when they are left home alone.

Continue to complete the graphic organizer. Model, then guide students in completing one box at a time. Complete boxes for Beginning, Middle, and End. As you are guiding students, be sure their stories have actual beginning, middle, and end. See the sample *Graphic Organizer* (page 14) for ideas.

MOTIVATING TIP

You may choose to complete some of the graphic organizer before distributing it to students. For example, you could write that the family goes to school under "Beginning," and that they return home and nearly catch the pet under "End." This may help students who have difficulty staying on topic or completing their work.

Sharing

5 minutes

Have students turn to their partners to tell their favorite thing that happens in their stories.

Ask students to share with entire group what their partner's favorite part of his/her story was.



Lesson 4: Describing a Character & Drafting

Mini-Lesson: Revision

10 minutes

Display transparency of page 17 or write on board. Cover the revised writing examples and only display the weak example.

SAY: **This first sentence is an example of weak writing. It doesn't help the reader picture the little boy in his/her mind.**

Uncover the revised example.

SAY: Let's **look at a different way to write part. Notice how the author described what a boy so well that you can picture him. What are some specific details that she gave you about the boy?** (Students may respond that he had curly hair, overalls, was small because his feet dangled, etc.)

Display second weak example, and ask students for some ideas for how to revise this by showing, not telling.

SAY: **Let's try one together. I want to help the reader picture the teenage girl in his or her mid. What are words or phrases that could describe a teenage girl?** (Students may respond wearing jeans, holding cell phone, chewing gum, etc.)

SAY: **Let's write some of these ideas down. I want to say, "The girl strolled down the street, chatting away on her cell phone. Her long straight hair hung in her eyes."**

Guided Practice: Have students work with partners to revise the last weak example. Allow 4-5 minutes for partners to work, and have them share. If you are using an overhead projector, give each group a blank transparency strip (see blackline on page 33) and you can display all groups at once.

Self Assessment: Read each team's revised writing. Have students show "Thumbs Up" for each writing sample that is better than the original.

Modeled and Guided Writing

15 minutes

Have students review their graphic organizers.

Model using the graphic organizer to begin writing a rough draft of the story. Write one portion at a time, beginning with the hook. As you use ideas from the Organizer, check them off. Model writing draft of hook and first paragraph.

See the sample story (page 17) for ideas.

MOTIVATING TIP

For students who are unmotivated, you may wish to have students dictate their writing initially.

Sharing

5 minutes

Have students turn to their partners to share their hook.

Ask students to show "thumbs up" if their partners used foreshadowing in their hooks.



Revision Mini-Lesson

Describing a Character

Good writing helps you form a picture in your mind.

Weak Writing Example:

The little boy was named Joey.

Revised Writing Example:

The blue-eyed little boy was sitting on the bench, his feet dangling. His curly brown hair was hanging in his eyes. He wore blue overalls with holes in the knee, probably from too much rough-housing.

Let's do one together.

Weak Writing Example:

The teenage girl was walking down the street.

Revised Writing Example:

Now, work with your small groups to describe this character:

Santa Claus



Daisy's Day

The Burke family rushed around trying to get ready for the day. They barely noticed their dog, Daisy, anxiously pacing by the door. "Oh, poor dog," said Ryan. "We'll play with you when we get home." Little did the family know that Daisy couldn't wait for them to leave. She was having a pool party for all her canine friends.

As soon as the family closed the door, Daisy rushed around getting ready. She pulled the cover off the pool and opened a box of toys. She took out the hamburgers and hotdogs from the refrigerator and began to set up a buffet on the deck. Soon, her doggy buddies Striker and Sam wandered into the yard. They began to play when Gus ran up. The doggie friends played Frisbee and did tricks in the back yard. They had doggy-paddle races in the pool. They ate hotdogs and hamburgers and relaxed on the deck. They were having such a good time that they didn't notice the time until they heard sound of the garage door opening.

Frantically, the four friends rushed around cleaning up. Striker, Gus, and Sam barely sneaked out of the yard before the Burke family came in the house. Daisy was lying on her bed in the corner of the kitchen. "Hey, Daisy, want to play?" asked Collin. Daisy just picked up her head and plopped it down again. She was too tired to play now. And besides, she had to rest up for tomorrow—Doggy Dance Party Day!



Lesson 5: On Demand Narrative Writing (to Source)

Formative Assessment

Use the **On Demand Writing Prompt** to assess students writing progress. This is a brief, timed writing activity in which students must write a complete piece in a given time. On Demand Writing is a key component in the Common Core State Standards. Students are expected to be able to write (or type) a full page in a single sitting by fourth grade (two full pages by fifth), so frequent practice can build writing stamina.

On Demand Writing is designed to help prepare students for realistic writing experiences, as well as crafting short answer responses for standardized assessments. It essential to help prepare students for realistic writing experiences. As adults, we rarely go through the entire writing process slowly and deliberately to complete a final product. Most of the writing we do as adults is quick; we write notes or e-mails to friends or colleagues, lists, etc.

To have students Write On Demand, show a brief prompt to students and set a timer for a brief time (about 15-30 minutes). Additional time is not given to revise/edit/prepare a final draft.

Use students' writing as formative assessment to help guide your instruction. Look at their use of editing techniques as well as whether they are using ideas from revising mini-lessons.

On Demand Writing: Sequel to Wednesday is Spaghetti Day

15 minutes

Distribute and read the Quick Write Prompt (page 20). Allow time for students to discuss ideas for their stories before beginning.

Use a timer and have students write their stories.

Self-Assessment:

5 minutes

Have students team up with partners. Each student reads his/her partner's story and highlights the vivid, descriptive words.

You may wish to have students use the Rubric at the bottom of the page to self-assess.



Name _____ Date _____

On Demand Writing Prompt

You have read *Wednesday Is Spaghetti Day*. In the story, Katrina has a party with her friends after the family goes out. Write a story about what they did after the family came home. In your story, use details such as characters and events to show you understand the story *Wednesday Is Spaghetti Day*.

Lined writing area with multiple horizontal lines for text entry.

On Demand Writing Rubric
 To achieve a 3, my story included:

- A beginning, a middle, and an end
- Characters from *Wednesday Is Spaghetti Day*
- A believable, imaginative extension of the story



Lesson 6: Editing & Drafting continued

Mini-Lesson: Editing

5 minutes

Display *Editing Transparency* (page 27) sentence #3 or write on board. Give one student a marker or chalk to make the first correction. Have students take turns editing the sentence until all corrections are made. If students are having difficulty with a particular concept, you may wish to take a minute or two to teach it.

i cant wait until friday night my family and me are going
to see alvin and the chipmunks exclaimed danny

"I can't wait until Friday night. My family and I are going
to see Alvin and the Chipmunks!" exclaimed Danny.

Modeled and Guided Writing

20 minutes

Have students review their graphic organizers and draft beginnings.

Continue to model using the graphic organizer to complete the rough draft of the story. Write one portion at a time, and guide students to writing their stories. As you use ideas from the Organizer, check them off.

See the sample story (page 17) for ideas.

ELL TIP

For English Language Learners, focus on the descriptive vocabulary and synonyms.

Sharing

5 minutes

Have students turn to their partners to tell their best descriptive sentence in their stories.



Lesson 7: Show, Don't Tell & Revising Drafts

Revision Mini-Lesson: Show, Don't Tell

10 minutes

Display transparency of page 23 or write on board. Cover the revised writing examples and only display the weak example.

SAY: This first sentence is an example of weak writing. It doesn't help the reader picture what is happening in his/her mind.

Uncover the revised example.

SAY: Let's look at a different way to write part. Notice how the author described what a boy who was bored looked and acted like. What are some clues that she gave you that the boy was bored? (Students may respond that he was fidgeting, looking at the clock, etc.)

SAY: Notice that the author never once used the word bored. Let's try one together.

Display second weak example, and ask students for some ideas for how to revise this by showing, not telling.

SAY: I want to show the readers that the teacher was angry, but not use the word angry. What are some things a teacher might do if she is angry? (Students may respond yelling, turning off lights or other signal, giving students "the look", etc.)

SAY: Let's write some of these ideas down. I want to say, "The teacher stomped into the room and slammed her book on the table. She glared at her students and yelled, "Put your heads down!"

Guided Practice: Have students work with partners to revise the last example. Allow 4-5 minutes for partners to work, and have them share. If you are using an overhead projector, give each group a blank transparency strip (see blackline on page 33) and you can display all groups at once.

Self Assessment: Read each team's revised writing. Have students show "Thumbs Up" for each writing sample that is better than the original.

Modeled and Guided Writing

20 minutes

Have students reread their graphic organizers and draft beginnings to themselves.

Continue to model using the graphic organizer to complete the rough draft of the story. Write one portion at a time, and guide students to writing their stories. As you use ideas from the Organizer, check them off. Model writing the rest of the story.

Use the sample story (page 17) for ideas.

MOTIVATING TIP

Use a whisper phone (PVC phone) for students to read stories to themselves. They can hear how the story sounds without disturbing others.

Sharing

5 minutes

Have students turn to their partners to tell a part in which they used descriptive details that showed, but didn't tell.



Revision Mini-Lesson

Show—Don't Tell!

Weak Writing Example:

The boy sat at his desk. He was bored.

Revised Writing Example:

The boy lay across his desk, tapping his pencil and glancing at the clock every few minutes. He sighed heavily and began to fidget in his chair.

Let's do one together.

Weak Writing Example:

The teacher was angry.

Revised Writing Example:

Now, work with partners to revise this:

The little girl was very sad.



Lesson 8: General vs. Specific & Editing Drafts

Revision Mini-Lesson: General vs. Specific

10 minutes

TEACH

Display transparency of page 27 or write on board. Cover the revised writing examples and only display the weak example.

SAY: This first sentence is an example of weak writing. It doesn't help the reader picture what is happening in his/her mind.

Uncover the revised example.

SAY: Let's look at a different way to write part. Notice how the author told some specific things that he saw at an amusement park. What are some specific things that the author added that made the writing better? (*Students may respond Busch Gardens, roller coasters, twists and turns, etc.*)

Display second weak example, and ask students for some ideas for how to revise this by using specific details, not general ideas.

SAY: Let's try one together. Specific writing also helps the reader make pictures in his/her mind. What specific details can we add to help a reader form a picture of the beach? (*Students may respond sand, waves rolling in, kids building castles, etc.*)

SAY: Let's write some of these ideas down. I want to say, "One hot summer day, my family went to the beach. We sat on the cool wet sand building castles while my brother jumped in the waves."

GUIDED PRACTICE: Have students work with partners to revise the last example. Allow 4-5 minutes for partners to work, and have them share. If you are using an overhead projector, give each group a blank transparency strip (see blackline on page 33) and you can display all groups at once.

SELF ASSESSMENT: Read each team's revised writing. Have students show "Thumbs Up" for each writing sample that is better than the original.

Modeled and Guided Writing

20 minutes

Have students review their rough drafts.



Revision Mini-Lesson

General vs. Specific

Weak Writing Example:

We went to an amusement park. It was very nice. The rides were very fun.

Revised Writing Example:

This summer, my family went to Busch Gardens. The rides are scary and exciting at the same time! I've never seen so many roller coasters that twist, turn, and go upside down!

Work on one together.

Weak Writing Example:

We went to the beach. It was cool.

Revised Writing Example:



Lesson 9: Editing a Paragraph & Editing Drafts

Mini-Lesson: Editing

5 minutes

Distribute Editing a Paragraph (page 24) to students. Show students the ¶ symbol and tell them that this is an editing mark that means that a new paragraph need to begin, and that the writer needs to indent.

Discuss the information in the top box. Have students work with partners to mark the paragraphs. Discuss signals for when to begin a new paragraph: transition words, change in time, character talking, place, idea.

Edited Paragraph

¶ One day my family went to Six Flags. We had a great time. First, we went on a roller coaster. The line was a mile long, and we had to wait nearly an hour for a ride that was only 90 seconds!

¶ Then we rode the whip. We spun around so fast that my brother got sick!

¶ Finally, we went to see a dolphin show. We sat so close that the dolphin sprayed and soaked us! It was a fun day.

Modeled and Guided Writing

20 minutes

Have students review their rough drafts.

You may select to edit your own draft or select one student's draft that you will edit with the group. [Be sure to get the student's permission before you use his/her writing in front of the class.]

With the class, edit the writing. You may need to tell students how many capital letter errors or spelling errors need to be fixed.

Have students work with partners. Each team edits one piece of writing at a time together. Then they switch and work with the other paper.

MOTIVATING TIP

Tell students a set number of errors that need to be corrected. Even professional writers have editors to help!

Sharing

5 minutes

Have students share something their partner helped them edit in their stories.



Editing a Paragraph

Writers indent to begin a new paragraph. This is a signal to the reader that there is a change. Transition words are good clues that you need a new paragraph. Mark the places where a new paragraph should begin and you should indent.

One day my family went to Six Flags. We had a great time. First, we went on a roller coaster. The line was a mile long, and we had to wait nearly an hour for a ride that was only 90 seconds! Then we rode the whip. We spun around so fast that my brother got sick! Finally, we went to see a dolphin show. We sat so close that the dolphin sprayed and soaked us! It was a fun day.



Lesson 10: Editing Review & Publishing Drafts

Mini-Lesson Review

5 minutes

Have students independently edit *Mini Lesson Review* sentences (page 28). Discuss corrections together.

Devon, Mario, and Louisa went to Burger King on Tuesday. They had burgers and French fries.

Modeled and Guided Writing

20 minutes

SAY: **What does publishing mean?** (*Sample responses: sharing your writing with others, writing or typing it neatly so someone can read it.*)

Have students publish their stories and illustrate them. Type stories or have a volunteer type for slower workers.

Sharing

5 minutes

Have students use the Rubric on page 7 to self-assess.



Name _____ Date _____

Lesson Review

devon mario and louisa went to burger
king on tuesday they had burgers and
french fries



Editing Mini Lessons

joe sally and aisha went to pizza hut for dinner
on sunday they had deluxe pan pizza and
cokes

mrs nelson saw sammy at the annapolis mall
yesterday sammy couldnt believe his eyes

i cant wait until friday night my family and me
are going to see alvin and the chipmunks
exclaimed danny

devon mario and louisa went to burger king on
tuesday they had burgers and french fries

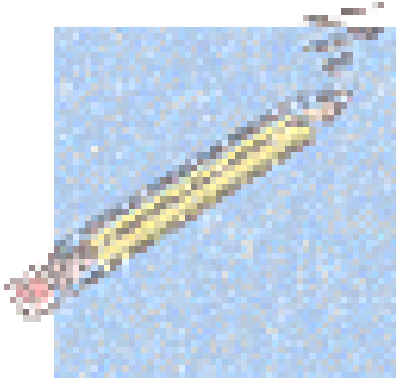


The Write Fix: Fantasy Narrative

Strips for Revision Lessons—cut apart on dotted lines and give each group a strip. Groups can place their writing on the overhead when they finish.



Publishing Options



Ways to Publish Pet Stories:

- Class book—anthology with each student’s story, complete with table of contents
- Individual student books—use a book binder to make them look polished
- Shape books
- Flip Books
- Accordion Books