

Write Fix:

An Intervention for Struggling Writers



Pick a Path Writing Unit: The Museum Adventure

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Unit Overview

Pick a Path is a highly engaging unit in which students develop a narrative with various plot choices about a room in a museum. For this activity Students have to research the topics of their rooms in order to add realistic details. To capitalize on collaboration, students work on their rooms in pairs or small groups.

This unit is based on a lesson from ReadWriteThink.org in which students create their own Choose Your Own Adventure story. While the parent lesson suggests using web-authoring software, this unit uses Power Point, which is more familiar to students but allows them to use hyperlinks to make choices in the text. This lesson goes beyond the on ReadWriteThink to incorporate research skills that are heavily emphasized in Common Core State Standards.

Because the story is set in a museum, the possibilities for exhibits are endless, allowing students to select high-interest topics. Students would have a cursory knowledge about these topics, but can then research using books and the internet to deepen their understanding and enhance their writing.

Each lesson is designed to be 30-45 minutes and includes a mini-lesson, modeled and guided writing time, and sharing. See the *Write Fix Intervention Packet* for routines for mini-lessons, modeling, guided practice, and sharing.

For more information, see [Choose Your Adventure: A Hypertext Writing Experience at ReadWriteThink.org](#).

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

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Research to Build and Present Knowledge

W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.



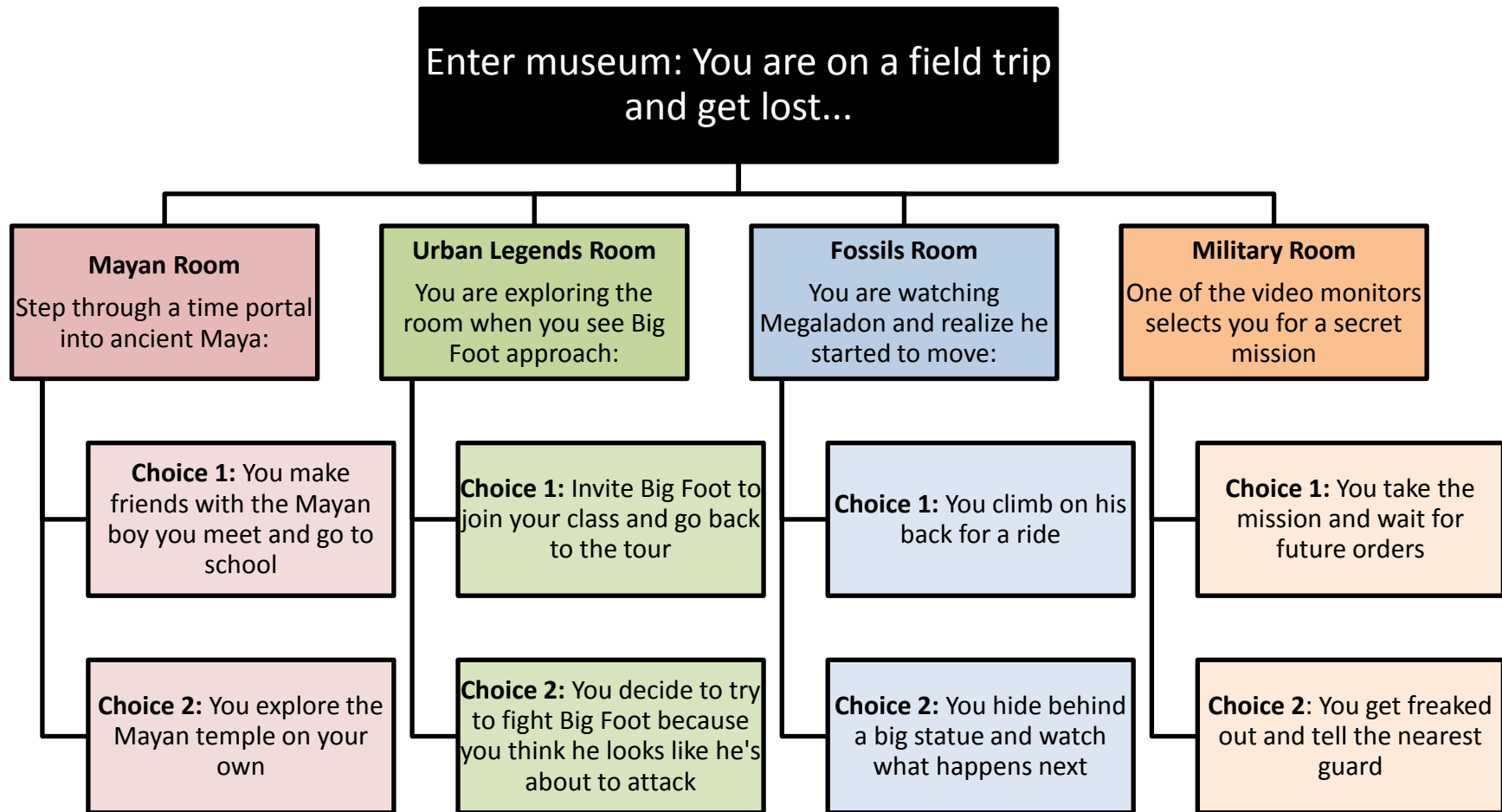
Unit at a Glance: Pick a Path Museum Adventure

Read Aloud Texts:

- [Choose Your Own Adventure](#) series
- [You Choose](#) series
- Websites, articles, and books to research rooms in museum

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>Introduction—What is in a Museum Brainstorm rooms in the museum and have partners pick their rooms</p>	<p>Revision ML: Writing a Hook or Lead Sentence</p> <p>Modeled and Guided Writing: Research topics for their rooms using internet and/or books</p>	<p>Revision ML: Foreshadowing</p> <p>Modeled and Guided Writing: Brainstorm what the reader may see in each room</p>	<p>Revision ML: Sentence Composing—Chunking</p> <p>Modeled and Guided Writing: Pre-write a description of the room in the museum (description only—no events)</p>	<p>Technology Mini-Lesson: Power Point basics Introduce basic techniques in PowerPoint—how to edit slides, changing background, etc.</p>
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>Revision ML: Show, Don't Tell</p> <p>Modeled and Guided Writing: Continue with description of room—should include descriptive details</p>	<p>Revision ML: Sentence Composing—Combining</p> <p>Modeled and Guided Writing: Revise descriptions</p>	<p>Revision ML: Action!</p> <p>Modeled and Guided Writing: Brainstorming problems and revise to include problem in stories</p>	<p>Revision ML: Vivid descriptive details</p> <p>Modeled and Guided Writing: Continue on drafts</p>	<p>Technology Mini-Lesson: using hyperlinks</p>
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<p>Revision ML: Sentence Composing—Imitating</p> <p>Modeled and Guided Writing: Continue drafts—conference with partners on adding details to make draft more believable</p>	<p>Revision ML: Making a Choice</p> <p>Modeled and Guided Writing: Adding reader choices and alternate endings to draft</p>	<p>Revision ML: Satisfying Endings</p> <p>Modeled and Guided Writing: Continue with endings---model revising to include satisfying ending</p>	<p>Revision ML: Publishing Tips</p> <p>Modeled and Guided Writing: Continue working on PowerPoints</p>	<p>Final Copies: Continue working on PowerPoints</p>

Sample Museum Trip Choices



Introduction Lesson

Familiarize students with the *Choose Your Own Adventure* or *You Choose* series. Remind students of the format and explain that when you read one of these books, you (the reader), are in control, and can pick from the choices that the author presents to determine what happens next and how the book ends. You may wish to read aloud one or two of these books to familiarize students with them as well.

Tell students you are going to create a class version of this book set in a museum. The class is going to work in pairs (or teams) to develop a part of the storyline.

Tell students that the class story is going to be set in a museum. Brainstorm a list of exhibits that could be in a museum; it may include those that students have been to or imaginative ones. List the various rooms that students brainstorm, and then have partners select the exhibit that they will write about.

Have partners brainstorm what may be in the exhibit.

NOTE: After students decide on their exhibits, search for websites or books that students may use to research their topics.



Pick a Path Rubric

Name _____		⑤-----Excellent ④-----Very good ③-----Satisfactory ②-----Needs Improvement ① -----Needs Much Improvement
Title _____		
Date _____	Text Type: Narrative	
Production & Distribution of Writing W.4	Ideas _____ ⑤ ④ ③ ② ①	<ul style="list-style-type: none"> Tells an entertaining, well-developed story Specific details which provide information about the room in the museum
	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 Includes two or more choices that lead to alternate endings Beginning catches the readers' attention Closing ties ideas together
	Sentence Fluency _____ ⑤ ④ ③ ② ①	<ul style="list-style-type: none"> Sentences flow together Variety of sentences
	Voice _____ ⑤ ④ ③ ② ①	<ul style="list-style-type: none"> Reflects the writer's style Connects with the reader Keeps the reader's attention
Language Choices L.3	Word Choice _____ ⑤ ④ ③ ② ①	<ul style="list-style-type: none"> Includes detailed descriptions and/or figurative language Includes precise nouns and verbs Vocabulary suits the topic and audience
	Conventions _____ ⑤ ④ ③ ② ①	<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
Production & Distribution of Writing W.5; W.6	Presentation _____ ⑤ ④ ③ ② ①	<ul style="list-style-type: none"> Neatly presented Visually appealing Text features such as font, pictures, and background, enhance content
TOTAL		/35



Revision Mini-Lesson Day 1

Hook

Good writers “hook” the reader’s attention with a great beginning. A hook is usually the first sentence or few sentences.

WEAK EXAMPLE:

You are going on a trip. You can pick your own adventure.

REVISED EXAMPLE:

YOU are aboard Titanic, the world’s largest ocean liner. The ship has hit an iceberg and is headed to the bottom of the sea. Will you survive?

Let’s do one together:

WEAK EXAMPLE:

You are lost in the woods. You have to pick what you will do next.

REVISED EXAMPLE:



Revision Mini-Lesson Day 2

Foreshadowing

Good writers give the reader a clue to what may happen to make them want to keep reading.

WEAK EXAMPLE:

You can be in Special Forces. You can pick what your job is.

REVISED EXAMPLE:

Do you have what it takes to survive the Special Forces?
Choose your mission to find out!

Your turn:

WEAK EXAMPLE:

You are about to enter the Mummy exhibit of the museum.

REVISED EXAMPLE:



Revision Mini-Lesson Day 3

Sentence Composing: Chunking

Chunking will help you see meaningful chunks in sentences.
Let's chunk these sentences:

Her father, the king, hired all the princes he could find to protect the ponies, but night after night another pony was stolen away.

Her father, / the king, / hired all the princes he could find / to protect the ponies, / but night after night / another pony was stolen away.

Once Upon a Cool Motorcycle Dude by Kevin O'Malley

Because Ry never lets anyone leave empty-handed, he looked around the tiny hut for a gift for the robber.

Because Ry / never lets anyone / leave empty-handed, / he looked around the tiny hut / for a gift for the robber.

Zen Shorts by John Muth



Revision Mini-Lesson Day 6

Show, Don't Tell

Good writers show the reader what the character is like.

WEAK EXAMPLE:

You are excited to go on the field trip.

REVISED EXAMPLE:

Your heart is pounding as you enter the museum. You can't believe that this day of your field trip is finally here!

Your turn:

WEAK EXAMPLE:

You are scared to open the door.

REVISED EXAMPLE:



Revision Mini-Lesson Day 7

Sentence Composing: Combining

Try combining several short sentences to make your writing more interesting.

The boy was very small. He wore a red hat. He had a baseball.

The small boy with the red hat played with his baseball.

Your turn...combine these sentences:

The family went to the zoo. They saw the lions. They saw the tigers. They saw monkeys at the zoo.



Revision Mini-Lesson Day 8

Action! Keeping the Plot Moving

Good writers use strong verbs and vivid descriptions to move the action forward.

WEAK EXAMPLE:

You hear footsteps. You run across the room and hide.

REVISED EXAMPLE:

You hear the THUD, THUD, THUD of footsteps behind you and sprint across the room. You are sweating and panting as you crouch behind the display of colonial tools.

Let's do one together.

WEAK EXAMPLE:

You see something move in the corner of your eye. You move toward the thing that moves.

REVISED EXAMPLE:



Revision Mini-Lesson Day 9

Vivid and Descriptive Details

Good writers use vivid descriptions to make the reader feel a part of the action.

WEAK EXAMPLE:

You are a Special Forces guy. You are about to rescue five diplomats who are being held hostage.

REVISED EXAMPLE:

It is nighttime in the desert. You crouch down low behind a rocky ridge. You scan the horizon with a pair of night-vision goggles. You've just received intelligence that five U.S. diplomats are being held hostage by a terrorist group.

Let's do one together.

WEAK EXAMPLE:

You are camping in the woods. You hear a sound and think it is Big Foot.

REVISED EXAMPLE:



Revision Mini-Lesson Day 11

Sentence Composing: Imitating

You can imitate, or copy the style of, your favorite authors. Try imitating the style of these authors:

Her father, the king, hired all the princes he could find to protect the ponies, but night after night another pony was stolen away.

Once Upon a Cool Motorcycle Dude by Kevin O'Malley

His teacher, Mrs. Burke, gathered all the books she could find, but day after day the boy read them all.

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Because Ry never lets anyone leave empty-handed, he looked around the tiny hut for a gift for the robber.

Zen Shorts by John Muth

Because Mom never let the boys stay up past their bedtime, she hurried them to finish their baths and get dressed.



Revision Mini-Lesson Day 12

Creating Choices for Endings

You will present options to your reader which lead to different paths. You need to explain these options clearly so your reader can make a choice.

EXAMPLE:

You hear a banging sound and realize it is coming from inside the box. Your heart pounds as you consider what to do. Your mind races with thoughts of what could be inside the box. Should you open the box to see what is making the noise or should you turn and leave the room?

Your turn:

A large, empty rectangular area with a light blue background, intended for the student to write their own example of creating choices for endings.



Revision Mini-Lesson Day 13

Satisfying Endings

Good writers create ending choices that resolve the problem(s) and satisfy the reader.

WEAK EXAMPLE:

You go home after you leave the museum.

REVISED EXAMPLE:

Shrugging your shoulders, you smile and think that you have had the adventure of a lifetime.

Your turn:

WEAK EXAMPLE:

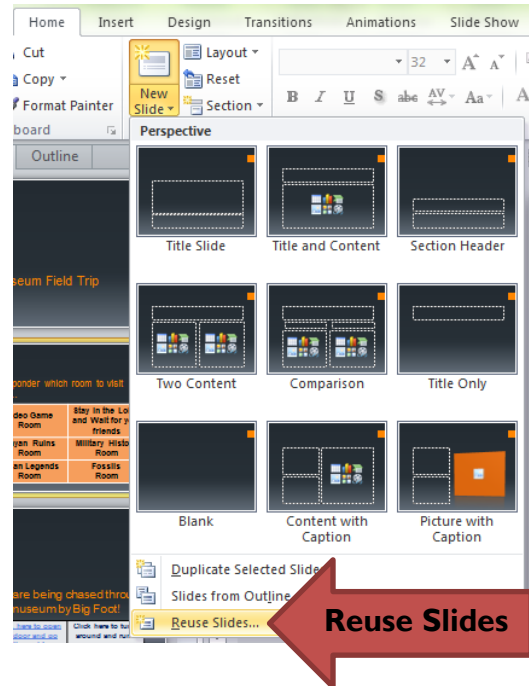
You fall off a cliff. THE END

REVISED EXAMPLE:

PowerPoint Tips

Project Hints

- ❖ Have each group create their own PowerPoint, including backgrounds, different fonts, pictures, even sounds.
- ❖ Merge each group into one file. To do this, click New Slide in the **Home Ribbon**. At the bottom of the menu, click Reuse Slides.



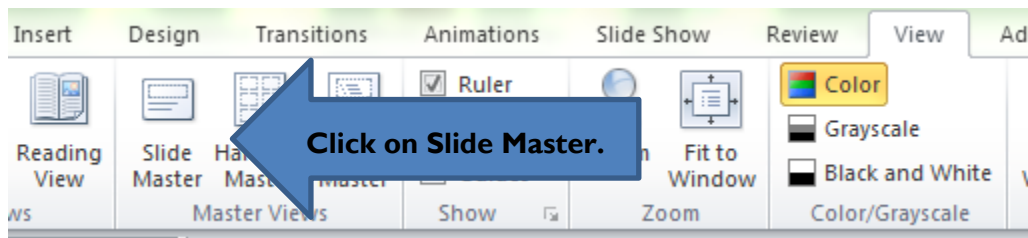
- ❖ In **Reuse Slides** box, browse for the file you wish to insert. Open the file. Make sure to click the box that says Keep source formatting at the bottom of the box. This will keep the backgrounds and fonts from the original file.



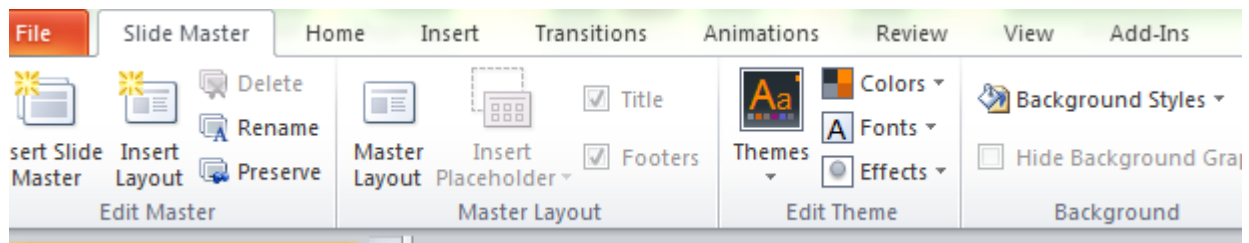
PowerPoint Tips

Changing the Slide Master

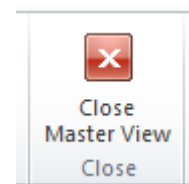
You can change the Slide Master to make all of your slides have the same background and fonts. All of the slides should have the same background to help the reader know that he or she is still in the same room of the museum. Changing the Slide Master can save you time and allow you to have all of your slides have the same feeling and mood.



- 1) In the **View** ribbon along the top of the screen, click on Slide Master.
- 2) You can make changes to the font or background. Click on what you want to change and make the changes. You can click on any ribbon along the top to make changes. You can even add a graphic that would appear on all of the slides.



- 3) When you are finished making changes, click Close Master View to return to editing your PowerPoint .



PowerPoint Tips

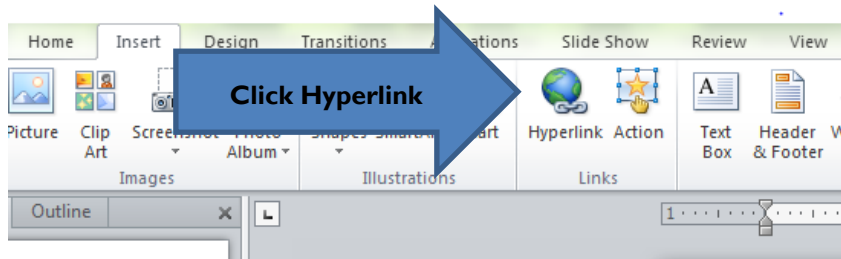
Using Hyperlinks

You can use hyperlinks to have the reader choose which page to go to next. A hyperlink is a link to the place in a PowerPoint that you select. It allows the reader/viewer to “jump around” in the presentation.

- 1) Highlight the text you want to make into a hyperlink.



- 2) In the **Insert** ribbon along the top of the screen, click on Hyperlink.



- 3) In the dialog box that opens, click Place in this Document.
- 4) Select the slide you wish to link to. Click OK.
- 5) When you are viewing the slide show, you can click on the hyperlink and go directly to that slide.

