

MEET THE NEEDS OF ALL STUDENTS

CHARACTERS

MAIN CHARACTER

ARE THEY HUMAN, AN ANIMAL OR SOMETHING ELSE? WHAT DO THEY LOOK LIKE? WHAT...

Collin is an 11-year-old

THEIR NAME AND AGE? AND CHARACTER TRAITS?

is and is very

Paloma's Whispers

Day 4 Problem

It had been a long day at school for Sara. When she got home, she immediately went to her favorite chair and settled in to cuddle with her cat. As she pulled one leg up, tucking it underneath her, she noticed Paloma's long white fur, pointy ears, and fuzzy paws to appear and leap into the triangle shape of her leg. After waiting for several minutes, she felt soft fur brush against her leg.

Sara excitedly said, "There you are!"

Paloma rubbed her face against Sara's ankle, and Sara thought she heard a whisper saying, "Help me up."

Shaking her head in disbelief, Sara reached down and pulled Paloma into her lap.

When Sara was ready to do her homework, she gave Paloma a light nudge, but Paloma didn't budge.

"Paloma, you know that means that it's time to get up!" she said.

Then she heard a purr-like whisper saying, "Help me down."

Although Sara couldn't believe that her cat was talking, she helped her down anyway with a gentle tug.

Sara noticed that Paloma hadn't eaten any of the wet food she had given her before school, but she shrugged her shoulders and took out her homework anyway. Then she heard another whisper saying, "I'm not hungry." Sara considered that Paloma was actually trying to tell her something important. She bent down, took Paloma in her arms, and looked her straight in the eyes. Without moving her head and using the same whisper, Paloma said, "I feel sick."

"Mom," Sara yelled up the stairs, "we need to take Paloma to the vet!"

"Oh no!" her mom replied. "What do you think is wrong?"

Sara explained that Paloma hadn't eaten all day and couldn't get up and down from the chair. Knowing Sara's mom agreed to take Paloma to the veterinarian's office right away.

As they sat on plastic chairs in the waiting room, Sara noticed a veterinarian gently picking up a guinea pig. The veterinarian gently picked up a guinea pig that sounded a lot like a whisper and told her that she had done the right thing.

The next day, Sara's mom's phone rang. It was a text message from the veterinarian's office.

"What do we do?" asked Sara to her mom.

"We'll give you some medication," the veterinarian said. "It's a good thing you noticed it."

That afternoon, Paloma came home. She looked up at her leg, and Sara

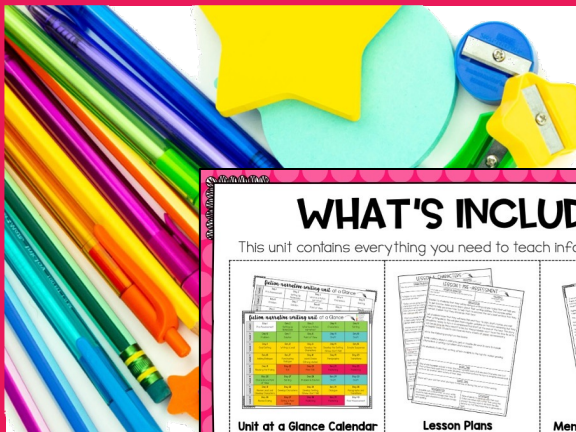
Is it a fiction narrative?

Write about a guinea pig that sneaks out of her cage at night.



THIS WRITING UNIT IS:

- ✓ Concept-based
- ✓ Designed to grow all writers
- ✓ Differentiated
- ✓ Flexible
- ✓ Fun and engaging for students
- ✓ Easy to use for teachers!



A TYPICAL DAY OF WRITING

Every day will have the same basic format. Students are much more active when they have clear procedures and routines!

DAILY WRITING WORKSHOP

Mini Lesson: 10-15 minutes

Work Time: 30-45 minutes

Share Time: 5-10 minutes

MINI LESSON: With the exception of assessment days, writing will begin with a mini lesson. During the mini lesson, students will read mentor text passages or have the passages read to them. The skill for the day will be introduced during the first half of the unit. Students will often be creating anchor charts to help remember the skills being taught.

WORK TIME: After the mini lesson, students will be practicing writing (working draft) - see page 12.

WHAT'S INCLUDED

This unit contains everything you need to teach informational writing!

Unit at a Glance Calendar

Lesson Plans

Mentor Text Passages

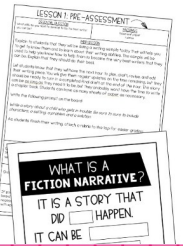


QUICK START

Follow for a successful first week of writing instruction!

Get the Week One PDF. This contains everything you need for long-term use. I printed the task cards on cardstock and laminating for materials. For each student, one task card recording rubric from the Week One so need one notebook.

WHAT IS A FICTION NARRATIVE? IT IS A STORY THAT DID HAPPEN. IT CAN BE...



ANCHOR CHARTS

Anchor charts are part of many of the lessons in this unit. There are a variety of ways to use these resources.

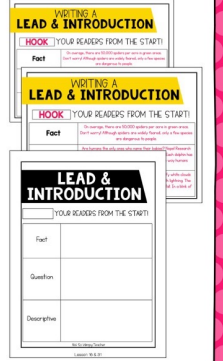


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MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

All of the necessary mentor texts for this writing unit are included! You do NOT need to buy additional books! (I did include a list of suggested books just in case you want to add more mentor texts to the lessons.)

There are several different ways that you can use the mentor texts. Feel free to mix it up and vary the routine if you wish.

- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a copy for each student and have them read it independently. This can be done during the writing lesson, as bell work, or even during reading centers.
- Print a copy for each student or pair of students, and have them buddy read the passage with their partner.
- Print the mentor texts at 80% (change in your printer settings) and have students glue the texts in the resource section of the notebook so that they can look back as a reference.

TAKE NOTE!

The mentor texts are meant to be read aloud to illustrate the concept of that particular lesson. They are not reading passages and are not meant to be used as a close read activity. Avoid asking comprehension questions, and do not worry if your students cannot read these independently! If you would like to spend more time with the mentor text, you can also use it during a separate reading mini lesson.



THE WRITING NOTEBOOK

Every student will need a composition notebook for this writing unit. The use of a composition notebook is highly encouraged due to their portability. If a composition notebook cannot be used, a spiral notebook is the next best thing.

The notebook will only be used for this eight-week unit. I highly suggest using a different notebook for each unit. This will help students to organize and differentiate between units of writing that they will do throughout the year. If necessary, you could also use two notebooks with two writing genres in each.

I recommend finding a place to keep their notebooks after the unit is complete. Once they've completed a couple units, you may want to use the notebooks to review the genre (personal narrative, informative, fiction, or opinion), or you may want to use prompts for these genres. The notebooks can be used to review and practice throughout the year. It can also be a Fast Finisher activity all year!

The notebook will be divided into three equal sections using the provided dividers (you can print these). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

Resources

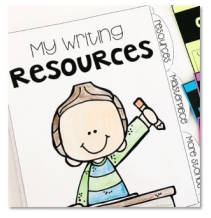
Information will be used for anchor charts and other resources that students complete in their lessons. This is also a good place to keep student goals and a word list.

Masterpiece stories

In action, students will be writing their two major masterpiece stories. The first masterpiece story will be highly guided through mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

Fast Finisher stories

In action, students will keep stories written when they finish the specific work task early in the day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.



NOTE!

The mentor text is used to model the skill. In a separate section, I have provided for you to illustrate anchor charts with examples of where the examples I have provided for you to come up with ideas for our unit!



Detailed teacher directions explaining each component of the program will help you understand how to use the unit and quickly get started in your classroom!

fiction narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	
Week 2	Lesson 6 Characters	Lesson 7 Setting	
Week 3	Lesson 11 Goal Setting	Lesson 12 Writing a Lead	
Week 4	Lesson 16 Adding Dialogue	Lesson 17 Punctuating Dialogue	
Week 5	Lesson 21 Revising the Ending	Lesson 22 Edit	
Week 6	Lesson 26 Problem & Solution	Lesson 27 Characters & Point of View	
Week 7	Lesson 31 Revise the Lead	Lesson 32 Develop Characters	
Week 8	Lesson 36 Revise Ending	Lesson 37 Editing & Peer Editing	

fiction narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	PW	Lesson 2 Setting Up Notebooks
Week 2	PW	Lesson 6 Characters	PW
Week 3	R	Lesson 11 Goal Setting	R
Week 4	R	Lesson 16 Adding Dialogue	R
Week 5	R	Lesson 21 Revising the Ending	E
Week 6	PW	Lesson 26 Problem & Solution	PW
Week 7	R	Lesson 31 Revise the Lead	R
Week 8	R	Lesson 36 Revise Ending	E

fiction narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 3 What is a fiction narrative?	Lesson 4 Problem	Lesson 5 Solution
Week 2	Lesson 6 Characters	Lesson 7 Setting	Lesson 8 Point of View	Lesson 9 Draft	Lesson 10 Draft
Week 3	Lesson 11 Goal Setting	Lesson 12 Writing a Lead	Lesson 13 Develop the Characters	Lesson 14 Develop the Setting (Show- Don't Tell)	Lesson 15 Create Suspense
Week 4	Lesson 16 Adding Dialogue	Lesson 17 Punctuating Dialogue	Lesson 18 Word Choice (Strong Verbs)	Lesson 19 Paragraphs	Lesson 20 Transitions
Week 5	Lesson 21 Revising the Ending	Lesson 22 Edit	Lesson 23 Peer Edit	Lesson 24 Publishing	Lesson 25 Publishing
Week 6	Lesson 26 Problem & Solution	Lesson 27 Characters & Point of View	Lesson 28 Setting	Lesson 29 Draft	Lesson 30 Draft
Week 7	Lesson 31 Revise Lead and Develop Characters	Lesson 32 Develop Characters	Lesson 33 Develop Setting (Show- Don't Tell)	Lesson 34 Dialogue	Lesson 35 Paragraphs and Transitions
Week 8	Lesson 36 Revise Ending	Lesson 37 Editing & Peer Editing	Lesson 38 Publishing	Lesson 39 Publishing	Lesson 40 Post-Assessment

Not So Wimpy Teacher



See the entire 40-day unit at a glance using the one-page calendar, or choose one of the alternative schedules.

WRITERS CAN SOLVE PROBLEMS

What if my pencil breaks or my pen stops working?

What if I have to use the restroom?

What if I can't think of anything to write about?

What if I finish my writing task and I still have more time?

What if I need help spelling a word in my story?

What if I have problems with technology not working?

Not So Wimpy Teacher

STARTING WRITING WORKSHOP

TWO WEEKS OF LESSON PLANS TO SET YOU
UP FOR A SUCCESSFUL YEAR OF WRITING

LESSON 1: WHAT WILL IT LOOK AND SOUND LIKE?

ESSENTIAL QUESTION

What will writing workshop look and sound like?

MATERIALS

what will writing look & sound like anchor chart
what will writing look & sound like student printable

LESSON 9: BUILDING STAMINA

ESSENTIAL QUESTION

How do I practice writing for long periods of time?

MATERIALS

writing prompt anchor chart
tracking stamina anchor chart

MINI LESSON

"We are
you are
thought
lesson
spend
learned
share

Write
spent

"In ord
sound

Comple
your c

"The last few days we have been building up our stamina in writing workshop and tracking our progress. Each day, we've set our goal and tracked how many minutes we were able to write uninterrupted. Take a look at our tracker. How do you think we've done so far? Do you think we could write even longer today? How many minutes do you think we can write? Let's do it!"

Have the class help you decide on an appropriate goal for their writing time.

"Today, I'm going to give you another writing prompt to write about."



Includes the Starting Writing Workshop bonus as well as exclusive video instructions for teachers!



DEVELOPING CHARACTERS

HOW WOULD YOUR MAIN CHARACTER ANSWER THESE QUESTIONS?

What are your favorite hobbies?	Who are your friends?
What is something you are good at?	Where is your favorite place to be?
What are your weaknesses?	If you could have three wishes granted, what would you wish for?

Not So Wimpy Teacher: Lessons 13 & 32

DEVELOPING CHARACTERS








HOW WOULD YOUR MAIN CHARACTER ANSWER THESE QUESTIONS?

<p>What are your favorite hobbies? I love playing sports with my friends.</p>	<p>Who are your friends? Ella and Matt are my best friends.</p>
<p>What is something you are good at? I'm a good runner.</p>	<p>Where is your favorite place to be? I love being outside on a track or field where I can play.</p>
<p>What are your weaknesses? I can be too competitive at times. I don't like to lose.</p>	<p>If you could have three wishes granted, what would you wish for? I would wish to win every race I entered. I would wish to play sports year-round and I would wish to have a pet dog.</p>



The included teacher anchor charts or posters come in both blank and filled-in versions for print and display.

EDITING MARKS

Symbol	Use	Example
	when a word needs to be capitalized	mrs. owens ≡ ≡
	when you need to delete something	I got a new n w hat.
	when you need to insert a word	is She ^s o tired.
	when you need to insert a comma	Phoenix, Arizona [,]
	when you need to add a period	This is my desk.
	when you need to fix a spelling error	Look over ^{there} their
	when you need to begin a new paragraph	"I am Sarah," she said. ¶ "Hello," I replied.

Not So Wimpy Teacher

WHAT IS A **FICTION NARRATIVE**?

IT IS A STORY THAT DID **NOT** HAPPEN.
IT CAN BE **REALISTIC** OR **IMAGINARY**.

WRITING A LEAD

HOW WILL THE BEGINNING OF YOUR STORY HOOK YOUR READERS?

TYPES OF LEADS	BORING LEAD	LEAD THAT HOOKS!
Sound	The telephone rang.	Ring! Ring! My mom's telephone rang loudly and startled me out of bed.
Talking	We began the race.	*Runners, are you ready? Get set! Go!
Action	I arrived at the town center.	I jumped out of the car and waved hello to my friends as I raced to the registration table. I wanted to be first in line to start the race.

Not So Wimpy Teacher: Lessons 12 & 31



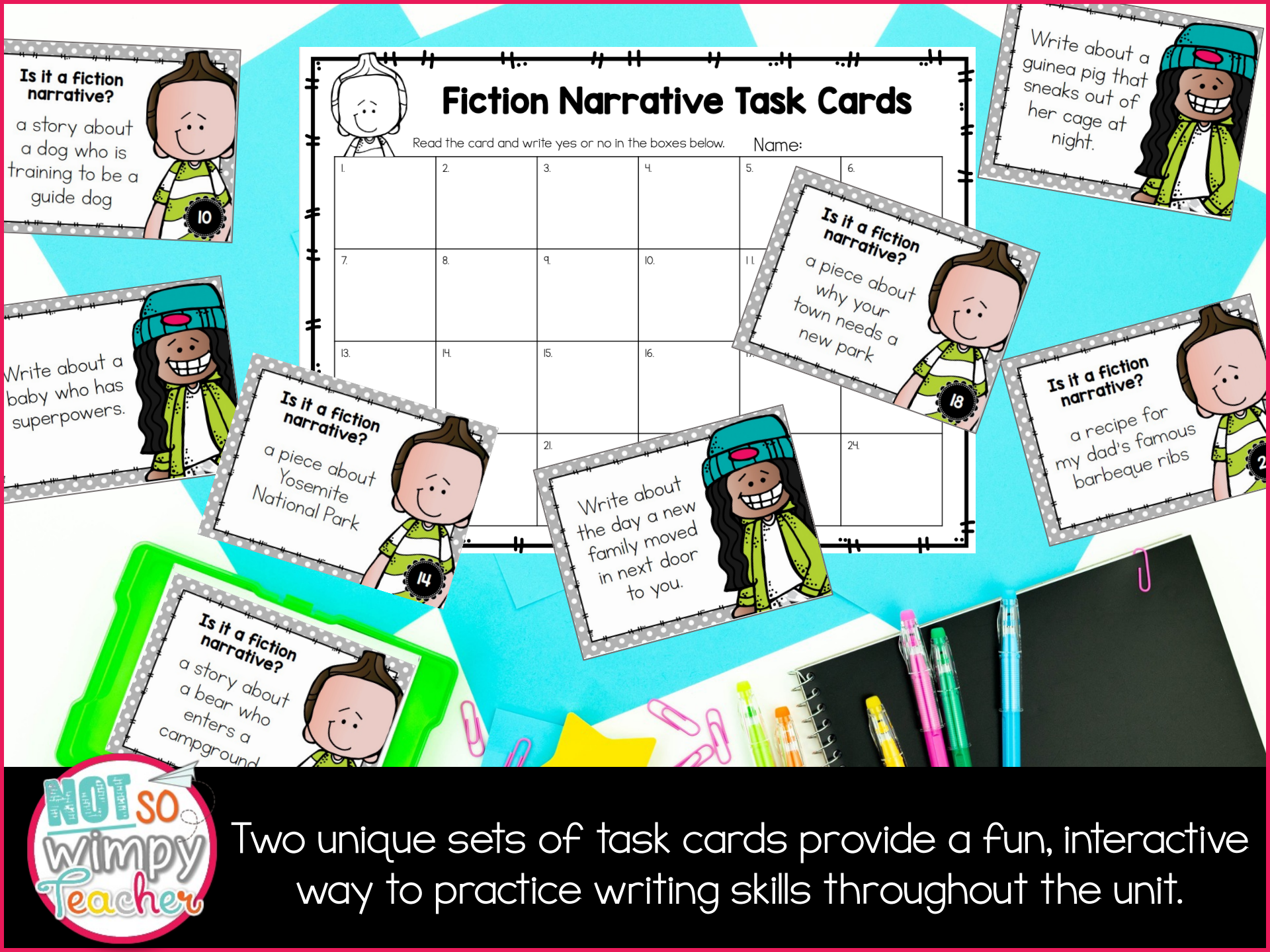
Students build their own writing notebooks with handy anchor charts and graphic organizers to reference throughout the writing process. A digital option is included.

WHAT TEACHERS ARE SAYING



“ Writing is one area that I often struggle with to teach effectively. This unit really helped keep both me and my students focused on specific skills. They were able to build upon their learning to create quality pieces of writing. I saw that learning continue to grow, even after the unit was over. ”

– Gina MS



Fiction Narrative Task Cards

Read the card and write yes or no in the boxes below. Name: _____

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	
13.	14.	15.	16.		
		21.		24.	

Is it a fiction narrative?

a story about a dog who is training to be a guide dog

10

Write about a guinea pig that sneaks out of her cage at night.

Is it a fiction narrative?

a piece about why your town needs a new park

18

Is it a fiction narrative?

a recipe for my dad's famous barbeque ribs

2

Is it a fiction narrative?

a piece about Yosemite National Park

14

Write about the day a new family moved in next door to you.

Is it a fiction narrative?

a story about a bear who enters a campground

Not So Wimpy Teacher

Two unique sets of task cards provide a fun, interactive way to practice writing skills throughout the unit.

CONFERENCE OUTLINE

Writing conferences are as easy as 1-2-3!

Follow these easy steps to hold successful writing conferences.

1. Choose a Skill to Focus On

- Choose the revision skill you'd like to work on with the group and make this the focus of the conference.

2. Have Students Read a Small Portion from Their Masterpiece:

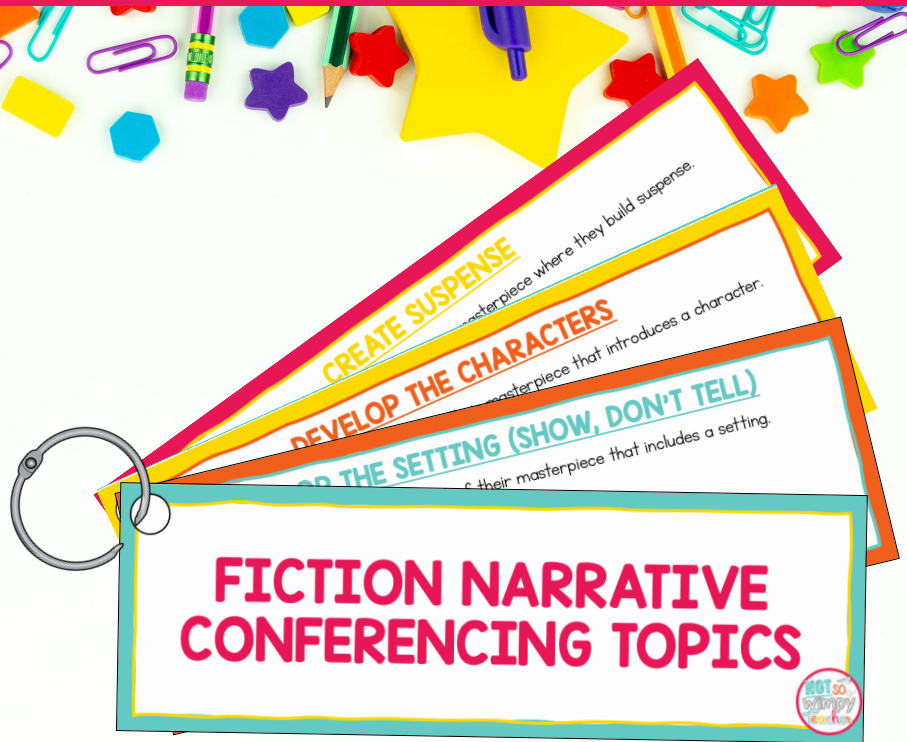
- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

3. Review and Revise!

- Review the anchor chart and/or student printable for the skill you are focusing on, or highlight the skill in a mentor text.
- Encourage students to look at their own writing and think about how they will incorporate the skill into their masterpiece. Students will then work on making this revision.

Helpful Tips:

- If a student reads their masterpiece and has truly mastered that day's revision skill, you can make a suggestion or send them back to their desk to work on that day's writing task. They do not need to stay to review the skill if they have already mastered it!
- Use the included conferencing notes page to make a note of the revisions each student plans to make so that you can follow up with them later.



WRITING CONFERENCE NOTES

STUDENT NAME: _____

Student Goals:

Date	Strengths	Goals and Plans for Improvement



Host successful writing conferences using the included topic cards, sample outlines, and tracking sheets.

FICTION NARRATIVE WRITING RUBRIC

Student Name: _____ Date: _____ Score: /20

	2	1	0
LEAD	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
PARAGRAPHS	Divided the story into paragraphs to show changes in setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs but made some errors about when to change to a new paragraph.	Did not use paragraphs.
CHARACTERS	Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
SETTING	Used a 'show don't tell' strategy to develop a setting.	Included a description of the setting.	Does not include any details about the setting.
PROBLEM AND SOLUTION	Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the problem.
TRANSITIONS	Included sufficient transitions.	Included some transitions.	Did not use transitions.
DIALOGUE	Included dialogue between characters and the dialogue is punctuated correctly.	Included dialogue between the characters, but there are some punctuation errors.	The story does not include any dialogue.
	Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
		Setting includes some	Writing has many spelling errors that have been

FICTION NARRATIVE WRITING RUBRIC

Name: _____ Date: _____ Score: /20

MASTERED	PROGRESSING	NOT YET
Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
Divided the story into paragraphs to show changes in setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs but made some errors about when to change to a new paragraph.	Did not use paragraphs.
Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
Used a 'show don't tell' strategy to develop a setting.	Included a description of the setting.	Does not include any details about the setting.
Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the problem.
Included sufficient transitions.	Included some transitions.	Did not use transitions.
Included dialogue between characters and the dialogue is punctuated correctly.	Included dialogue between the characters, but there are some punctuation errors.	The story does not include any dialogue.
Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
	Setting includes some	Writing has many spelling errors that have been



Two simple and student-friendly rubrics are included for targeted, meaningful feedback on assessments.

