

MEET THE NEEDS OF ALL STUDENTS

CHARACTERS

MAIN CHARACTER

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

Sarah is a ten-year-old girl who loves to draw and paint.

The Maze Day 4 Problem

Isaac, Abe, and Bella had never been to a hay maze before, but they were excited to try one. They walked up to the maze and felt the refreshingly cool fall air against their cheeks. It was a welcome feeling after a record-setting hot summer. They could smell the cedar and candy apples waiting for them on the opposite side of the maze, their prize for completion.

"I hope I get through first," shouted Bella, "but Abe's so smart that he'll be tough competition!"

Isaac asked, "What about me?"

"I'd bet on you, Isaac," replied Abe. "I know I'm good at math, but I have a horrible sense of direction!"

The friends laughed as they found the entrance and began their journey through the bales of hay stacked at least two feet higher than their heads. Bella giggled when they found their first dead end. "I thought we had it!" she said as she ran off in the opposite direction.

"I guess we're splitting up," said Isaac, taking a different direction.

Abe moved slowly, trying to think through his next move. He decided to follow Bella, but he found himself in another dead end. The next thing he knew, he had lost all sense of where he was in the maze and which way he was supposed to go. He encountered five more dead ends before panic set in.

Bella and Isaac found their way to the end of the maze quickly. Bella just a few seconds before Isaac.

As she gave Isaac a high five, Bella yelled, "Yah! They grabbed their cedar and candy apples and settled down on a hay bale to wait for their friend. After the older had started to turn cold, they began to worry.

Deep in the maze, Abe hadn't seen a single person for a long time. He felt like he had been walking for hours.

Bella and Isaac thought they heard something in the distance, but the wind carried the sound away.

"I'm sure he'll find his way out of here," said Isaac, still chewing on the candy apple.

"You stay here then, and I'll be right back," said Bella, still chewing on the candy apple.

Finally, he heard a response as his eyes scrunched up in worry.

The boys didn't say a word. They just looked at each other and they looked at each other and they looked at each other.

A few minutes later, the boys were still looking at each other.

"Remember me to never ask for help," said Isaac, still chewing on the candy apple.

"Remember me to never ask for help," said Isaac, still chewing on the candy apple.

"Remember me to never ask for help," said Isaac, still chewing on the candy apple.

"Remember me to never ask for help," said Isaac, still chewing on the candy apple.

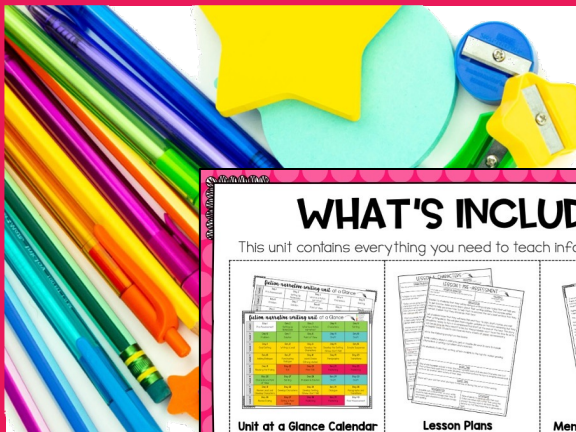
Is it a fiction narrative?

Write about a boy who gets hurt while playing basketball.



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

ANCHOR CHARTS

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

TABLE OF CONTENTS

Click the name of the section to jump to that part of the directions!

Getting Started	3
Student Success Path	5
What's Included	6
Quick Start Guide	8
A Typical Day of Writing	9
The Daily Lesson Plan	10
The Writing Notebook	11
The Masterpieces & Fast Finishers	12
Mentor Text Passages	13
Additional Mentor Text	14
Anchor Charts	15
Pre- and Post-Assessment	16
Writing Grades	17
Conferencing	18
Publishing & Sharing	19
Adapting Lessons & Using Technology	20
Author Share Celebration	21

Not So Wimpy Teacher

QUICK START

Follow for a successful first week of writing instruction!

1. Get the Week One PDF. This contains everything you need for long-term use. I recommend printing the task cards on cardstock and laminating for durability.

2. Prepare materials. For each student, you will need one task card recording sheet and one copy of the rubric from the Week One PDF. Each student will also need one notebook.

THE WRITING NOTEBOOK

Every student will need a composition notebook for this 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 have 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 them for 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 on cardstock). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

Resources

Anchor charts 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. They can also write stories in this section when they finish work early during the school 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.

Not So Wimpy Teacher

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.

Not So Wimpy Teacher

LEAD & INTRODUCTION

Writing a lead & introduction is a skill that is used to model the skill. In a lead & introduction anchor chart to illustrate about a missing part to illustrate anchor chart with examples of where the examples I have provided for you to come up with ideas for our anchor charts!

NOTE!

The mentor text. The mentor text is used to model the skill. In a lead & introduction anchor chart to illustrate about a missing part to illustrate anchor chart with examples of where the examples I have provided for you to come up with ideas for our anchor charts!

Not So Wimpy Teacher



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!

Bike Park Disaster

Day 14: Developing Setting

Aria and Lucy walked their bikes toward the dusty corner of the enormous neighborhood park. They found themselves in an area Aria had never visited but that Lucy frequented- the bike park! As they walked through the gate, Aria noticed the reddish-brown dirt tracks forming wobbly-looking ovals with varied sizes of dirt mounds spread throughout the tracks. She also saw a few narrow wooden tracks and jumps along the way.

"Looks like fun," Aria said to Lucy with wide eyes and eyebrows raised.

"I'll show you what to do," chirped Lucy as she strapped on her helmet and sped off down a hill onto the outside track. Aria watched as Lucy elegantly pedaled toward the first jump, squatted down on her bike as she approached it, and lifted into the air. She landed right on two wheels, ready for the next jump. Lucy circled back toward Aria and yelled out, "Your turn!"

Aria, helmet already on, noticed that the inside track had smaller jumps and slowly pedaled toward it. Instead of jumping off the first mound, she simply rolled over it.

"That's a good start, but watch this!" Lucy exclaimed as she sped toward a wooden track. She expertly placed her tires in the middle of the narrow track and landed back on the dirt with a bounce. Aria continued down her track, getting a feel for the mounds that were supposed to be jumps.

"You can go faster!" she heard Lucy yell from across the park. Aria stopped to grab some water, while Lucy headed toward a larger jump. From the corner of her eye, Aria saw Lucy jump into the air and disappear behind the ramp. When she didn't reemerge, Aria began to worry. She jumped back onto her bike, pedaled faster than she knew that she could, and sped toward Lucy. When she came around the back side of the jump, she saw Lucy's bike piled on top of her.

"Help!" Lucy screamed as other bicyclists zoomed around her to get to the next jump.

"I'll get your dad," Aria said, knowing that she needed to be quick. A couple of other kids volunteered to stay with Lucy until she got back. She zoomed down the outside track since it was the most direct route back to where Lucy's dad was waiting. She approached a jump, braced herself, flew into the air, and landing perfectly on the ground. "I can do it," she thought to herself.

To no time, Lucy's dad came back and helped her off the ground. He tied her arm to her body using his sweater.

Our Secret

Day 12: Writing a Lead

as they darted from tree to tree. A gentle breeze was blowing, and
r, Jacob, and I were meeting our friend Russell at our favorite park
and down the field with his arms out straight, trying to hug the

Library Day

Day 13: Developing Characters

of school, library time! She followed her class single file into the huge room with
were stacked as high as Mia could reach. Mia dropped her books in the return bin
- the mysterious! She swept her long black hair out of her face and tied it up with
about finding books.

things never change," said a voice. Mia looked up to see Charlotte towering over
perfect curls around her face, as if she was in a beauty pageant instead of a school
had been the best of friends. When third grade arrived, they were put in differ
Now in fourth grade, they hardly talked to each other.

Charlotte. Remember how we used to read them together and act out the stories?
colorful rows of book spines.

ay, but a friend pulled her away to look at graphic novels. Mia went back to search
mysteries, she headed to the librarian's desk. She handed her books over for check

Karp said, flipping through the pages. "You're going to like this one!"

the clock. She still had 15 minutes until it was time to line up to return to class. So
the library. Filled with pillows and cozy bean bag chairs, it was Mia's absolute favor
to dive into *The Case of the Golden Ring*.

off. Settled into a blue bean bag in the corner of the loft was Charlotte, her face
had the title: *The Case of the Missing Vase*.

you reading a MYSTERY? I'm pretty sure you were teasing me earlier about

reading them together and acting them out," Charlotte said.

The

Spotty's Day Out

Day 5: Solution

couldn't believe that he had actually snuck out of his family's apartment to enjoy
the sidewalk with his head held high, breathing in the outside air filled with the o
aws felt the refreshingly cold cement underneath them with each step.

Bystander

Day 15: Creating Suspense

el' Jamal said excitedly to his new friend and neighbor, Bakari, as he led him down the wooded path
at field"

actually a secret, but all of the neighborhood kids had always called it that. It was slightly hidden by
acted by the swings, slides, and obstacle courses in the rest of the park before they ever found the
owed to the neighborhood, and this was the first time he had explored to the secret field.

reached the end of the path and entered the field. It was large and oval-shaped with perfectly g
holding it from the rest of the park. Six of Jamal's friends were waiting there to start a game of
the boys from school, and Jamal introduced him to the rest of the group.

ther boy from their school popped out from the opening. Jamal saw Bakari's smile change into a ne
Bakari's class and hadn't been all that nice to him since he started attending school there, calling him
second day of school. Yuan walked up to the group and asked to play. Jamal knew Yuan's teasing was
he also didn't want to exclude the boy. He agreed to let him play.

sure that I'm not on Bakari's team," Yuan said. "The new kid probably doesn't even know how to pla
ignore what Yuan said, but he knew it must have bothered Bakari. Jamal knew it was hard for Bak
ed being teased.

begin, and the boys ran up and down the field tagging, crouching, hiding, and yelling. Bakari was run
final tag for his team to win when Yuan stuck out his leg, causing Bakari to trip and fall. He stood up
in mud. Yuan smirked at him. "What happened, new kid?" he asked smugly.

Jamal saw Bakari take a deep breath. It looked like he was filled with anger, but also fighting back
rushed off his clothes, wiped his face with his shirt, and got ready to join the game again. Just then
against his face. Yuan stood next to him with mud-covered hands. "I think you accidentally rubbed your
to help!"

looked at the other boys. They looked uncomfortable but said nothing. Bakari started walking toward
ring what to do about the situation. He remembered something he had learned at school. "Don't be
assume someone else will help," he thought. He cleared his throat and spoke in a strong, clear voice.

about to leave, but when you're being mean, and it's not okay," he said. "You need

No need to buy books or spend time searching for mentor texts! This bundle contains 14 original mentor texts to help you teach specific fiction narrative writing skills.





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?</p> <p>I love to drawing, painting, and other types of art.</p>	<p>Who are your friends?</p> <p>I just moved here and don't have any friends yet.</p>
<p>What is something you are good at?</p> <p>I am a good artist.</p>	<p>Where is your favorite place to be?</p> <p>I like quiet places like libraries and my bedroom.</p>
<p>What are your weaknesses?</p> <p>I have a hard time talking to new people.</p>	<p>If you could have three wishes granted, what would you wish for?</p> <p>I would wish for lots of new friends. I would wish that we get our house unpacked.</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 ^{is} 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	there Look over <u>their</u>
	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	A raven landed on my treehouse window.	Chirp. Chirp. A beautiful raven landed on my treehouse window and seemed to be talking to me.
Talking	My mom sent me outside to play and find new friends.	"I can't take you to the park today, Sarah. You should go out to your treehouse and read a book," my mom suggested as she began unpacking boxes.
Action	I was lonely.	I climbed up to the treehouse and sat down on the old rug. As I sat there, thinking about how sad and lonely I was in my new home, a beautiful raven flew in and sat on the window.

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



“ This resource is amazing! My students enjoyed how it walked them through but also gave them room to be creative while creating their narrative piece. I enjoyed that it focused on each component of a narrative!

– Katie M.



Is it a fiction narrative?

a piece about why I should have my own bedroom



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.	

Write about a dog who has superpowers.



Is it a fiction narrative?

a story about a boy who gets stranded on an island



Is it a fiction narrative?

a story about the time I stayed overnight at my best friend's house



Is it a fiction narrative?

a report about the life of Coretta Scott King



Write about a boy who gets hurt while playing basketball.



Is it a fiction narrative?

a story about a dog with special powers



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:

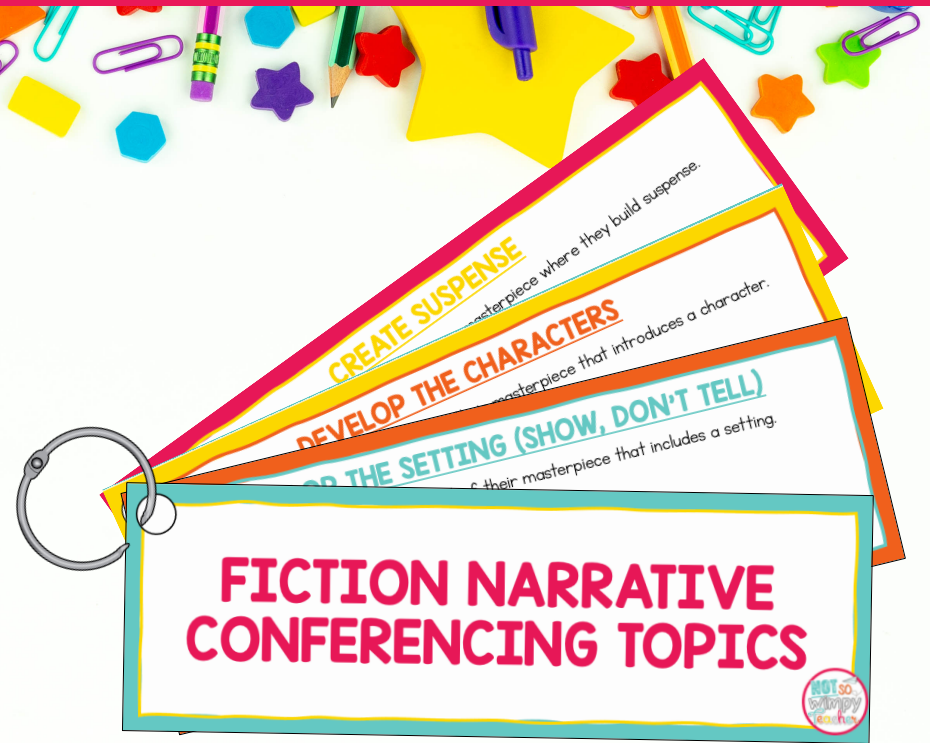
- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

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

Student 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.

FICTION NARRATIVE WRITING RUBRIC

Student Name: _____ Score: 120

Date: _____

Our Secret
Day 12: Writing a Lead

Chirp. Chirp. Birds called to one another as they darted from tree to tree. A gentle breeze was blowing, and the sun was finally out after days of rain. My sister, Jacob, and I were meeting our friend Russell at our favorite park.

Jacob was so excited that he started jumping up and down. I thought he was going to fall. I watched him and I shot up off my feet. "Jacob! Quit it!" I said. "You're scaring the birds." "Secret. We all know the secret. We all know our ancestors were here and fair complexions." "No one saw. Just then, Russell appeared. I thought he was a ghost. I thought he was a ghost. Just a point. I put some...

LEAD

PARAGRAPHS

CHARACTERS

SETTING

PROBLEM AND SOLUTION

TRANSITION

DIALOG

ENDING

PURPOSE



STUDENT SUCCESS PATH for writing

STAGE 1: RELUCTANT WRITER

LOOKS LIKE:

- Disengaged
- Refuses to write or doodles on paper
- Complains about or avoids writing

HOW TO HELP:

- Offer choice
- Teach daily mini lessons broken into small pieces
- Give one short writing task each day that is easy to implement

STAGE 2: WILLING WRITER

LOOKS LIKE:

- Does the bare minimum
- Asks for help frequently

HOW TO HELP:

- Support growth
- Teach general

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate
- Give a
- Publish

STAGE 4: EXCITED WRITER

LESSON 5: SOLUTION

PREWRITING

ESSENTIAL QUESTION How do writers develop stories that are interesting to read?	MATERIALS Lesson 5 mentor text Problem and solution anchor chart from lesson 4 Problem and solution student printable from lesson 4
---	---

MINI LESSON

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

Read the lesson 5 mentor text.

"How did the characters solve the problem?" (Spotty stopped running. Then, Jack found him and led him home.)

"Today, you will decide on a solution to the problem in your story."

Fill out the bottom half of the problem and solution anchor chart from lesson 4 using your own story idea or the one that I have provided below as an example.

	Solution
	<p>es into the treehouse and drops a paintbrush. The next day it comes drops several pieces of paper. Sarah finds her art supplies and sets up her treehouse. Her neighbor Jessica watches the raven dropping paint in her yard. She finally peeks over and sees Sarah painting. Sarah invites paint with her, and they become best friends.</p>
	WORK TIME
	<p>on the details for how their characters will solve the problem in their story.</p>

EDITING MARKS

Symbol	Use	Example
≡	when a word needs to be capitalized	mrs. owens ≡ ≡
⊘	when you need to delete something	I got a new nw hat.



Everything you need to teach fiction narrative writing in a way that is fun for your students and easy for you!