

The “Write” Stuff: Third Grade Strategies and Conventions for Imaginative Writing

Grade Level: Third Grade

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Length of Unit: Six lessons (please see Appendix G-1)

I. ABSTRACT

The focus of this third grade unit is on imaginative writing while integrating content from the third grade *Core Knowledge Sequence* in geography, history, and science. Students will develop an understanding of the writing process while learning strategies and conventions involved in imaginative writing. The students will be involved in the steps of the writing process as they write a narrative story, a circle story, an adventure story, a legend, and a fantasy story. The topics for these stories will provide a means by which teachers can review and reinforce Core Knowledge content areas.

II. OVERVIEW

- A. Concept Objectives (Jefferson County, CO, Language Arts Content Standard-JCLAS)
 - 1. Understand how to read and recognize literature as an expression of human experience. (JCLAS 2)
 - 2. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication. (JCLAS 3, 5)
 - 3. Understand how to evaluate and improve the quality of writing. (JCLAS 8)
- B. Content from the *Core Knowledge Sequence* (page 65)
 - 1. Produce written work with a beginning, middle, and end.
 - 2. Produce a variety of types of writing—such as stories, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - 3. In some writings, proceed with guidance through a process of organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
- C. Skill Objectives
 - 1. Students will be able to identify the succession of five steps in the writing process, including prewriting, rough draft, revising, editing, and publishing.
 - 2. Students will be able to write a simple paragraph on a topic of their choice using the steps of the writing process.
 - 3. Students will be able to write a narrative story using the steps of the writing process.
 - 4. Students will be able to write a circle story using the steps of the writing process.

5. Students will be able to write an adventure story using the steps of the writing process.
6. Students will be able to use a story starter in the prewriting step to begin writing an adventure story.
7. Students will be able to write their own legends using the steps of the writing process.
8. Students will be able to write a fantasy story using the steps in the writing process.
9. Students will be able to write a fantasy story, and include three facts to make the story more believable.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Auman, M. *Step Up to Writing*. Longmont, CO: Sopris West, 1999. ISBN 1-57035-208-9.
 2. Kemper, D., Nathan, R., & Sebranek, P. *Write on Track*. Wilmington, MA: Houghton Mifflin Company, 1996. ISBN 0-669-40880-8.
 3. Krensky, S. *Write Away!*. New York, NY: Scholastic, Inc., 1998. ISBN 0-590-38-208-X.
- B. For Students from the *Core Knowledge Sequence* (page 43)
 1. Students will have had exposure to a variety of types of writing including stories and poems.
 2. Students, with assistance, will have produced a story with beginning, middle, and end.
 3. Students, with assistance, will have begun the process of revising and editing to refine their writing by checking spelling and punctuation.

IV. RESOURCES

- A. Poster, or facsimile, of the steps in the writing process
- B. Book: Bruchac, J. & Caduto, M.J. "The Story Stone," *Keepers of the Earth*. Golden, CO: Fulcrum Publishing, 1988, 1989.
- C. Book: Lester, H. *Tacky the Penguin*. Boston, MA: Houghton Mifflin Company, 1988. ISBN 0-935-56233-3.
- D. Book: Numeroff, L.J. *If You Give a Mouse a Cookie*. Harper & Row, 1985.
- E. Book: Wood, A. *Little Penguin's Tale*. Hong Kong: Harcourt Brace & Company, 1989. ISBN 0-15-247476-5.

V. LESSONS

Lesson One: The Writing Process

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.

2. Lesson Content
 - a. In some writings, proceed with guidance through a process of organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
 3. Skill Objective(s)
 - a. Students will be able to identify the succession of five steps in the writing process, including prewriting, rough draft, revising, editing, and publishing.
 - b. Students will be able to write a simple paragraph on a topic of their choice using the steps of the writing process.
- B. *Materials*
1. Chart paper
 2. Markers
 3. Writing paper
 4. Pencils
 5. Student writing folders
 6. Worksheets-Appendices A-1, A-3: enough copies of each for every student
- C. *Key Vocabulary*
1. Prewriting-first step in the writing process when you plan what you will write
 2. Rough draft-second step of the writing process when you write all your ideas on paper without worrying about mistakes
 3. Revising-third step of the writing process when you improve your writing by checking to be sure it is clear and makes sense, and then making any necessary changes
 4. Editing- fourth step of the writing process when you check for spelling and punctuation errors, and make any necessary corrections
 5. Publishing-last step of the writing process when you write a neat copy of your work including all the corrections and changes
- D. *Procedures/Activities*
1. In order to find out what your students know or remember about the writing process, review the steps taken in bringing a piece of writing from the idea stage to a rough draft to the final copy. Ask the students to help you list everything they know about the writing process. Hopefully, they will be familiar with prewriting (planning), writing the rough draft, revising (making changes), editing (proofreading), and publishing (writing/sharing the final copy).
 2. Following are some other suggestions for reviewing the writing process. Choose as many as you need to help you review, until you feel the students have a good basic understanding of the writing process.
 3. Have some fun with the review. Call out an instruction from the writing process. Ask the students to be the quickest to raise their hands and identify from which step of the writing process the instruction comes. For example: When do you decide what you want to say? (prewriting);

- When do you write all your ideas down? (rough draft); When do you check for spelling errors? (editing); etc.
4. Divide the class into small groups of three to four students each. Give each group a piece of chart paper and a marker. Explain to the students that you are going to take them through the writing process as a group. First of all, for prewriting/planning, have each group make a list of possible writing topics. Have them select one. They can vote on it. Then have them jot down several details about the chosen topic. Take a few minutes to allow students to share their ideas with the class.
 5. Secondly, for the rough draft, ask them to write a three-sentence paragraph about their topic—a beginning, middle, and end. Be sure to remind them to write only on every other line (this will make it easier to revise and edit).
 6. Then ask them to revise their paragraphs. They must make some changes. Pass out copies of the revising checklist (Appendix A-1) to each student to help them. A fun way to encourage them to make changes is to tell them to rewrite each of their three sentences in ABC order (see Appendix A-2). Each sentence will keep the same meaning but the first sentence will start with a word beginning with “A,” the second sentence will start with a word that begins with “B,” and the third with the letter “C.” Once again, take time to share having students read out loud both their rough drafts and their revisions.
 7. Next, have each group edit their rough draft, checking for spelling and punctuation errors. Use red pens for marking and correcting. Have students take time to look up words in the dictionary.
 8. Finally, ask the students what the last step of the writing process would be, but explain that they won’t be taking the time to do final copies.
 9. Pass out the worksheets entitled “The Writing Process” (see Appendix A-3). Have the students fill these out on their own. Check them as a class and then collect them.
 10. Finally, have the students make a list of writing ideas for future reference. This list can be kept in their writing folders.

E. *Assessment/Evaluation*

1. Teacher observation as students are writing in their groups and sharing with the class
2. Teacher evaluation of student worksheets (Appendix A-3)

Lesson Two: Writing a Personal Narrative/Family Story

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
2. Lesson Content
 - a. Produce written work with a beginning, middle, and end.

- b. Produce a variety of types of writing—such as stories, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. Produce a variety of types of writing—such as stories, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
3. Skill Objective(s)
- a. Students will be able to write a narrative story using the steps of the writing process.

B. *Materials*

- 1. Chart paper
- 2. Markers
- 3. Writing paper
- 4. Pencils
- 5. Student writing folders
- 6. Dictionaries
- 7. Red pens
- 8. Appendix A-1: enough copies for each student (should be in their writing folders from the previous lesson)
- 9. Appendix B-1: enough copies for each student

C. *Key Vocabulary*

- 1. Imaginative writing-writing that is made up and may or may not be true
- 2. Expository writing-writing that gives facts and information or explains something
- 3. Narrative-a story with an orderly sequence of events that tells about something that may or may not have happened

D. *Procedures/Activities*

- 1. Brainstorm with the class the differences and similarities between imaginative writing and expository writing. Ask the students for examples of different types of imaginative writing. Explain to them that you will be instructing them in how to write different types of stories. Define for them a narrative story as one with an orderly sequence of events that tells a story of something that may or may not have happened. Every narrative has a beginning, middle, and end. For their personal narratives the students will be writing family stories.
- 2. Prewriting: Instruct the students to write a list of events that have happened to them in their families. Then ask them to circle the one that excites them the most. You might need to coach them with questions like: Are you excited to tell someone else this story? Do you remember details about what happened? Do you have strong feelings about it? Etc.
- 3. For the circled event tell the students to list everything that happened, in order, from beginning to end. Or they may draw pictures, like a comic strip.

4. Rough draft: Next, instruct the students to write down their story as if they're telling it to their best friend. Use words that show rather than tell. For example, change "Our dog was cute" to "Our puppy wagged its yellow tail as we entered the door. She looked up at us with her big brown eyes." Use words like "first" and "next" to help bring order to the story. If you use real words that people said put quotation marks around them. Remind the students to write on every other line.
 5. Revision: Refer the students to their revising checklists. (See Appendix A-1). Then have the students read their stories out loud to themselves, asking themselves the following questions: Do I have a good beginning? Do I need to add an ending? Are the sentences in the best order? Are there any ideas that are unclear? Explain to the students that when they read their stories out loud it will be easier to hear if they make sense.
 6. Share stories with a partner. Read them out loud. Ask the partner to give suggestions. What do they like? Do they understand the story? What suggestions do they have?
 7. Editing: Instruct the students to check for spelling and punctuation errors. Their partners can help with this step as well. Pass out copies of the editing marks. (See Appendix B-1). Instruct the students to practice using the coded signs from the list as they check their own stories. They can make corrections in red ink. They can use dictionaries to look up spelling.
 8. Publishing: Have the students write a neat final copy.
- E. *Assessment/Evaluation*
1. Teacher observation as students are working through steps of writing process
 2. Teacher evaluation according to rubric (Appendix B-2)

Lesson Three: Writing a Circle Story

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to read and recognize literature as an expression of human experience.
 - b. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - c. Understand how to evaluate and improve the quality of writing.
2. Lesson Content
 - a. Produce written work with a beginning, middle, and end.
 - b. Produce a variety of types of writing—such as stories, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. In some writings, proceed with guidance through a process of organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.

3. Skill Objective(s)
 - a. Students will be able to write a circle story using the steps of the writing process.
- B. *Materials*
1. The book, *If You Give a Mouse a Cookie*, by Laura Joffe Numeroff
 2. Writing paper
 3. Pencils
 4. Student writing folders
 5. Dictionaries
 6. Red pens
 7. Lined circle paper (Appendix C-1)
 8. Brown construction paper/black markers
 9. Scissors
- C. *Key Vocabulary*
1. Circle story—an imaginative story in which one event leads to the next and finally, returns to the beginning of the story where it all starts over again
- D. *Procedures/Activities*
1. Explain to the students that good reading can help create good writing. Young writers can learn about writing from reading books. Tell the students you are going to read a story to them, and you want them to listen for what makes it a good story.
 2. Read out loud *If You Give a Mouse a Cookie* by Laura Joffe Numeroff.
 3. After reading the story, discuss such questions as: Why is this book so much fun? What makes you remember this book? Is there a special style the author has used in this book? What makes it different from other books? (Be sure the students understand that this is a circle story in which one event leads to the next and finally, returns to the beginning of the story where it all starts over again.)
 4. Prewriting: Have the students pick partners. With their partners ask them to brainstorm situations like those in *If You Give a Mouse a Cookie*—such as: if you give a frog an egg; if you give a cat a dress; etc. Allow sharing time for the class, which may trigger ideas for any student still struggling to think of one.
 5. Direct the students to decide on one of their ideas that excites them to write. Then have each student take that idea and jot down a series of events, each one leading to the next—just like in *If You Give a Mouse a Cookie*. Give them time to ask for input from their partners if they get stumped.
 6. Rough draft: Instruct the students to write their story from their list of events. Add details. Write complete sentences. Once again, write only on every other line.
 7. Revision and editing: With partners ask the students to read their stories out loud to each other. Do the stories make sense (even though they may be silly)? Does one event lead logically to the next? Check for spelling and punctuation.

8. Publishing: Pass out lined circle paper (Appendix C-1) for writing final copies.
9. Make a cover to look like a cookie. For example, students can cut out circles from brown construction paper, slightly bigger than the circle paper they used for their final copies. Have them write the title on the cover as well as the author's name (their own names). They could decorate it with black dots to represent chocolate chips. Enclose the story inside the cover.
10. Be sure to give the students time to share their stories and receive feedback.

E. Assessment/Evaluation

1. Teacher observation as students are working through steps of writing process
2. Teacher evaluation according to rubric (Appendix B-2)

Lesson Four: Writing an Adventure Story

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
2. Lesson Content
 - a. Produce written work with a beginning, middle, and end.
 - b. Produce a variety of types of writing—such as stories, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. In some writings, proceed with guidance through a process of organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
 - a. Students will be able to write an adventure story using the steps of the writing process.
 - b. Students will be able to use a story starter in the prewriting step to begin writing an adventure story.

B. Materials

1. Writing paper
2. Pencils
3. Student writing folders
3. Dictionaries
4. Red pens
5. Appendices D-1, D-2: enough copies of each for every student
6. Lined spaceship paper (Appendix D-3)
7. Blue construction paper
8. Scissors

C. *Key Vocabulary*

1. Adventure story-story containing unusual events marked by excitement and suspense
2. Story starter-an idea which helps you get started writing a story
3. Story map-a prewriting strategy to help you organize ideas for a story

D. *Procedures/Activities*

1. Act out a brief mini-skits on how you think your students sometimes feel about getting started writing. Be dramatic! Ask for a show of hands of those who have ever had trouble beginning to write a story. Explain to your students that it can be very challenging to write a story if you don't even know how to get started. Story starters can help them "jump in" to begin writing.
2. Give the students practice. Write a story starter on the board like "I lost my shoe at the baseball game..." Ask for students to continue the story out loud. Challenge the students to give contributions that make sense rather than just anything that comes to mind. As you are modeling, show the students how good writing involves trying things and making changes when you think of a better way to say something.
3. Prewriting: Let the students try on their own. Give them a sheet with choices for space-related story starters (Appendix D-1). Divide the students into small groups of three or four students. Give them five minutes to read through the story starters and discuss ideas related to each one.
4. After the quick brainstorming session, have each student choose his/her favorite story starter for writing an adventure story. Give each student a story map sheet (Appendix D-2) to help them jot down ideas or make sketches for the beginning, middle, and end of the story. Ask for a couple of volunteers to share their ideas.
5. Rough draft: Working from their story map sheets, write the rough draft. Skip every other line. If the students reach a dead end with their story, tell them to read it out loud to themselves (sometimes just hearing it can help ideas begin flowing again) or another individual (ask for suggestions).
6. Revision: Ask the students to return to their small groups, this time to share their stories with one another. Have them give each other comments about what they like about each story and one suggestion for improving each story.
7. Editing: Instruct the students to use a red pen and check their own stories for spelling and punctuation errors. Then exchange stories with a partner and check each other's.
8. Publishing: Write the final copy of the story on lined spaceship paper. (Appendix D-3) Cut out the completed pages.
9. Make a cover from blue construction paper. Cut it in the shape of a spaceship, slightly larger than the lined paper. Write the title on the cover as well as the author's name (their own names). Assemble the final copy pages in order beneath the cover.

10. At some point allow students to share their completed stories with one another, whether it be whole class, in small groups, or simply with a partner. That's the reward for writing!!!
- E. *Assessment/Evaluation*
1. Teacher observation as students are working through steps of writing process
 2. Teacher evaluation of completed story according to rubric (Appendix B-2)

Lesson Five: Writing a Legend

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to read and recognize literature as an expression of human experience.
 - b. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - c. Understand how to evaluate and improve the quality of writing.
2. Lesson Content
 - a. Produce written work with a beginning, middle, and end.
 - b. Produce a variety of types of writing—such as stories, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. In some writings, proceed with guidance through a process of organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
 - a. Students will be able to write their own legends using the steps of the writing process.

B. *Materials*

1. The book, *Keepers of the Earth*, by Bruchac & Caduto
2. Writing paper
3. Pencils
4. Student writing folders
5. Dictionaries
6. Red pens
7. Lined paper cut in the shape of a person (Appendix E-1)
8. White construction paper
9. Scissors

C. *Key Vocabulary*

1. Legend—a story handed down from generation to generation
2. Game—wild animals, birds, or fish hunted for food or sport
3. Partridge—a plump-bodied game bird
4. Characters—persons or animals in a story
5. Setting—time and place of a story

D. *Procedures/Activities*

1. Note: In this lesson students will be writing their own legends based upon an Indian legend that is read to them. Explain to the children you will be looking for them to make logical connections between the starting point of their legend and what they add to it. Stress to the students that they are not just writing whatever comes into their heads. Remind them to think about good consequences for the actions in the story that will lead the story in certain directions.
2. Read the legend called “The Story Stone,” from *Keepers of the Earth* by Bruchac & Caduto, out loud to the students. Ask them to listen for logical connections they hear in the legend.
3. Afterwards, discuss the vocabulary words such as partridge, game, and any others words they have questions about. Discuss the story elements: characters, setting, plot (beginning, middle, and end). Discuss what a legend is and how it applies to this story (be sure the students understand that a legend explains how something came to be, uses nature to explain life’s events, and is passed down from generation to generation). Ask them for examples of logical connections in “The Story Stone.” (For instance: The boy was tired so he sat on a stone, which then began talking to him; or, the stories made the people happy as they listened to them and this drove the cold away.)
4. Prewriting: Divide the class into small groups of three to four students. Have each group brainstorm other ideas for how stories might have come to be. Tell them they must choose something from nature, like an animal or a river or the sky, etc.—just like the rock was used in this story. Ask students to share some of their ideas with the class in case any of the other students are stuck.
5. After the brainstorming session instruct each student to decide on one story idea about how stories came to be, using nature to explain this. (Advise students to ask for help if they are still struggling over an idea.) Then have them each list the events for their own story. Be sure they write a beginning, middle, and end. Tell them to include a specific setting.
6. Rough draft: Direct students to write the rough draft of their stories using the events on their lists. Tell them to make logical connections between events. Remind them to write on every other line.
7. Revising: Using partners this time, instruct the students to take turns reading their stories out loud to each other to check if any changes need to be made. Does the story make sense? Do the events follow each other in a logical progression? Ask the partners to listen, make positive remarks, and a single suggestion for improvement.
8. Editing: Ask the students to check their own papers for spelling and punctuation errors. Correct any errors using red pens.
9. Publishing: Have students write their final copies on lined paper cut in the shape of a person--a Native American boy or girl (Appendix E-1). Tell them when they are finished to cut out the pages. Make a cover from construction paper by cutting the pattern a little bigger than the final copy

paper. Write the title and the author's name (their own names) on the cover. Assemble the story in order beneath the cover. Options: Send the covers home as homework, to be cut out and decorated at home. The students may use anything from home but they are not to spend any money. They can use such things as feathers, sequins, buttons, fabric, etc. Or another option would be to include a hand-drawn illustration.

10. Be sure to include time for sharing legends.

E. *Assessment/Evaluation*

1. Teacher observation as students are working through steps of writing process
2. Teacher evaluation according to rubric (Appendix B-2)

Lesson Six: Writing a Fantasy Story

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to read and recognize literature as an expression of human experience.
 - b. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - c. Understand how to evaluate and improve the quality of writing.
2. Lesson Content
 - a. Produce written work with a beginning, middle, and end.
 - b. Produce a variety of types of writing—such as stories, poems, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
 - c. In some writings, proceed with guidance through a process of organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Skill Objective(s)
 - a. Students will be able to write a fantasy story using the steps in the writing process.
 - b. Students will be able to write a fantasy story, and include three facts to make the story more believable.

B. *Materials*

1. The book, *Little Penguin's Tale*, by Audrey Wood
2. The book, *Tacky the Penguin*, by Helen Lester
3. Chart paper
4. Markers
5. Writing paper
6. Pencils
7. Student writing folders
8. Dictionaries
9. Red pens

10. Lined penguin paper (Appendix F-1)
 11. Colored construction paper
 12. Scissors
- C. *Key Vocabulary*
1. Fantasy-a story in which the author uses vivid imagination
 2. Fact-something that is known to be true or really happened
 3. Problem-the conflict in a story which leads to all the action
 4. Solution-the actions taken to solve the problem or conflict in a story
- D. *Procedures/Activities*
1. Note: The purpose of writing this fantasy story is for the students to become aware that even in a piece of fiction writing that is full of imagination, authors will use facts to make their story more believable. Extensive research is sometimes done in order to portray a character or setting accurately. This lesson could be taught after any major social studies or science unit when the students have learned a body of information. Then they could write a fantasy story employing facts from their studies. For our purposes of example in this lesson, we are asking the students to write about penguins, following research done for animal reports.
 2. Read out loud *Little Penguin's Tale* by Audrey Wood and *Tacky the Penguin* by Helen Lester. As the children are listening to the story, ask them to give a "thumbs up" each time they hear a fact about penguins or about the polar regions where penguins live. Discuss the reasons an author might use facts in a fantasy story. Discuss the differences between a fantasy story and a report. Who are the characters in these stories? What is the setting? What happened at the beginning, in the middle, and at the end? What was the problem and the solution?
 3. Next, as a class, brainstorm all that the students know about penguins. Write the facts on chart paper so the children may refer back to the list.
 4. Prewriting: Give the assignment to the students to write a fantasy story about the day in the life of a penguin. Explain to them that they will be required to use at least three facts about penguins and/or polar regions in their story. Who will the characters be? Name them. What might be a problem in the story that needs solving? Make a list of possibilities and then pick one. Think about the setting. Would this be a good place to use one of the facts from the list?
 5. Rough draft: Begin writing a fantasy story. Have the characters do things in their day that show who they are. For example, you might have a bossy penguin or one who is always playing tricks. How does the main character in your story get into trouble? How will you solve the problem in your story? What happens at the beginning, the middle, and the end? Use facts in the story.
 6. Revising: Pair up with a partner to check for things that need to be changed. Read your stories out loud to each other. Are there good details that make the story interesting? Did you use at least three facts? Does your character solve his/her problem?

7. Editing: Look over your writing to check for spelling and punctuation errors. Mark and correct these in red pen.
 8. Publishing: Write a neat final copy on lined penguin paper (Appendix F-1). Cut out the pages. Make a cover from construction paper. Cut out a shape that is a little bigger than the penguin paper. Write the title and the author's name on the cover. Assemble the story in order and place it under the cover.
 9. Take time for sharing the stories.
- E. *Assessment/Evaluation*
1. Teacher observation as students are working through steps of writing process
 2. Teacher evaluation according to rubric

VI. HANDOUTS/WORKSHEETS

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|----|---------------|----------------------------------|
| A. | Appendix A-1: | Revising Checklist |
| B. | Appendix A-2: | ABC Revision |
| C. | Appendix A-3: | The Writing Process |
| D. | Appendix B-1: | Editing and Proofreading Marks |
| E. | Appendix B-2: | Story Rubric |
| F. | Appendix C-1: | Lined Circle |
| G. | Appendix D-1: | Story Starters |
| H. | Appendix D-2: | Story Map |
| I. | Appendix D-3: | Spaceship Lined Paper |
| J. | Appendix E-1: | Indian Lined Paper |
| K. | Appendix F-1: | Penguin Lined Paper |
| L. | Appendix G-1: | Explanation of Unit Organization |

VII. BIBLIOGRAPHY

- A. Auman, M. *Step Up to Writing*. Longmont, CO: Sopris West, 1999. ISBN 1-57035-208-9.
- B. Bruchac, J. & Caduto, M.J. "The Story Stone," *Keepers of the Earth*. Golden, CO: Fulcrum Publishing, 1988, 1989.
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Appendix A-1

The “Write” Stuff: Imaginative Writing

Adapted from *Write on Track* by Kemper, Nathan, and Sebranek

Revising Checklist

- Do I like my beginning? Will it catch the reader’s interest?
- Could I add describing words?
- Did I stay on my topic?
- Did I repeat anything?
- Does each sentence make sense? Is any part unclear?
- Are my sentences in order?
- Should I move anything to a better place?
- Did I include a good ending?

Appendix A-2

The “Write” Stuff: Imaginative Writing
Adapted from *Step Up to Writing* by Maureen E. Auman

ABC Revision

Sample three-sentence paragraph:

I enjoyed my summer vacation. We went camping with my family. The best part was when we floated down the river in inner tubes.

Sample ABC revision:

At last I can tell you about my summer vacation! Better than anything else, was our camping trip in the mountains! Craziest of all, was floating down the river in inner tubes!

Appendix A-3

The “Write” Stuff: Imaginative Writing

The Writing Process

Name that step!

Listed below are the different tasks a writer must do in order to complete a piece of writing. Match the letters of the steps in the writing process to each of the tasks. In other words, for each task listed, write letter A, B, C, D, or E to show the step in the writing process to which it belongs.

- ___1. Get all your ideas on paper.
- ___2. Make sure each sentence makes sense.
- ___3. Look up spelling in a dictionary.
- ___4. Select a topic.
- ___5. Don't worry about making mistakes.
- ___6. Read and reread your rough draft.
- ___7. Make changes to improve your writing.
- ___8. Brainstorm ideas.
- ___9. Check for errors in spelling, capital letters, and punctuation.
- ___10. Write a neat final copy.
- ___11. Share your rough draft with another person, and ask for suggestions.
- ___12. Think about what you want to say.
- ___13. Share your completed writing.





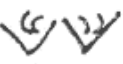
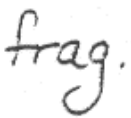




- A. Prewriting
- B. Rough draft
- C. Revising
- D. Editing
- E. Publishing

Draw that train!

On the back, draw a picture of a train with five cars to show the steps in the writing process. The first step will be your engine. The last step will be your caboose. The other cars will be the steps in the middle. Label each car with the correct step in the writing process. When you are finished you may decorate and color your train.

Appendix B-1
The "Write" Stuff: Expository Writing
Adapted from *Write on Track*
By Dave Kemper, Ruth Nathan, Patrick Sebranek

Editing and Proofreading Marks

	make a capital letter
	add a comma
	add a period
	add an apostrophe
	add quotation marks
	sentence fragment
	make a lowercase letter
	indent paragraph
	run-on sentence
	incorrect spelling

Appendix B-2

The “Write” Stuff: Imaginative Writing

Adapted from *Write on Track* by Kemper, Nathan and Sebranek

Story Rubric

Organization:

- Does the story have a beginning, middle, and end?
- Are the ideas/sentences arranged in an orderly sequence?

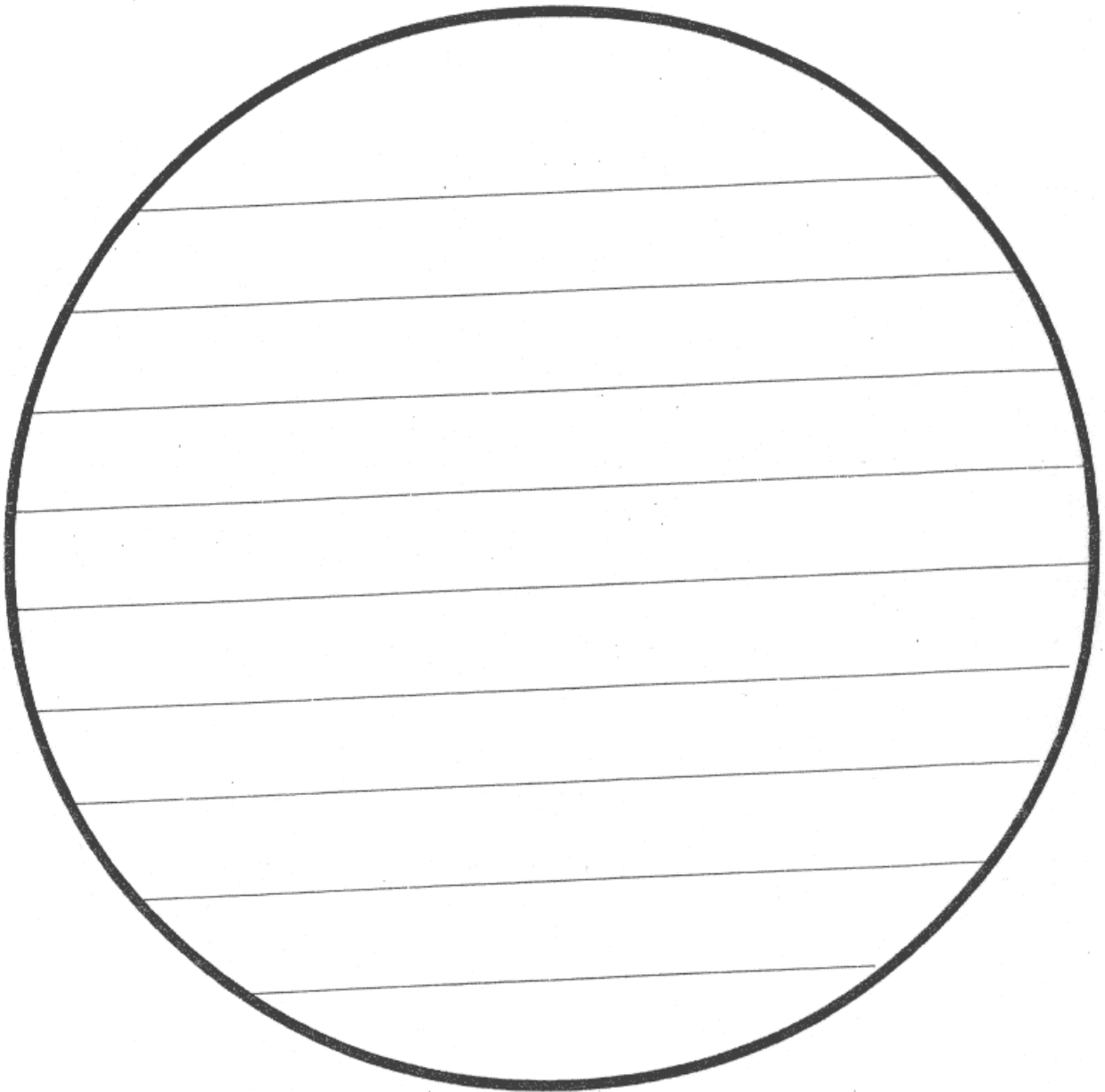
Content:

- Do all the details talk about the subject?
- Narrative: does the writer use showing words instead of telling words?
- Circle story: does the story begin and end at the same point?
- Adventure story: does the story spin off logically from a story starter?
- Legend: does the writer explain how stories came to be, using something from nature?
- Fantasy story: does the story contain three facts that make the story more believable?

Style and Mechanics:

- Do the sentences all make sense?
- Is the writing free of spelling and punctuation errors?

Appendix C-1



Appendix D-1

The “Write” Stuff: Imaginative Writing

Story Starters

I snuck my pet (dog, cat, lizard, etc.) onto a spaceship...

There was no gravity on the moon so...

Our spaceship went out of control...

The astronaut on our spaceship grew very ill...

Just as we were about to blast off...

When we tried to return to earth...

On planet (one of nine planets) you’ll never believe what we discovered...

As we landed on Planet X...

Our spaceship went hurdling through the asteroid belt and ...

A comet hit our spaceship an sent us spinning...

Appendix D-2
The “Write” Stuff: Imaginative Writing

Story Map

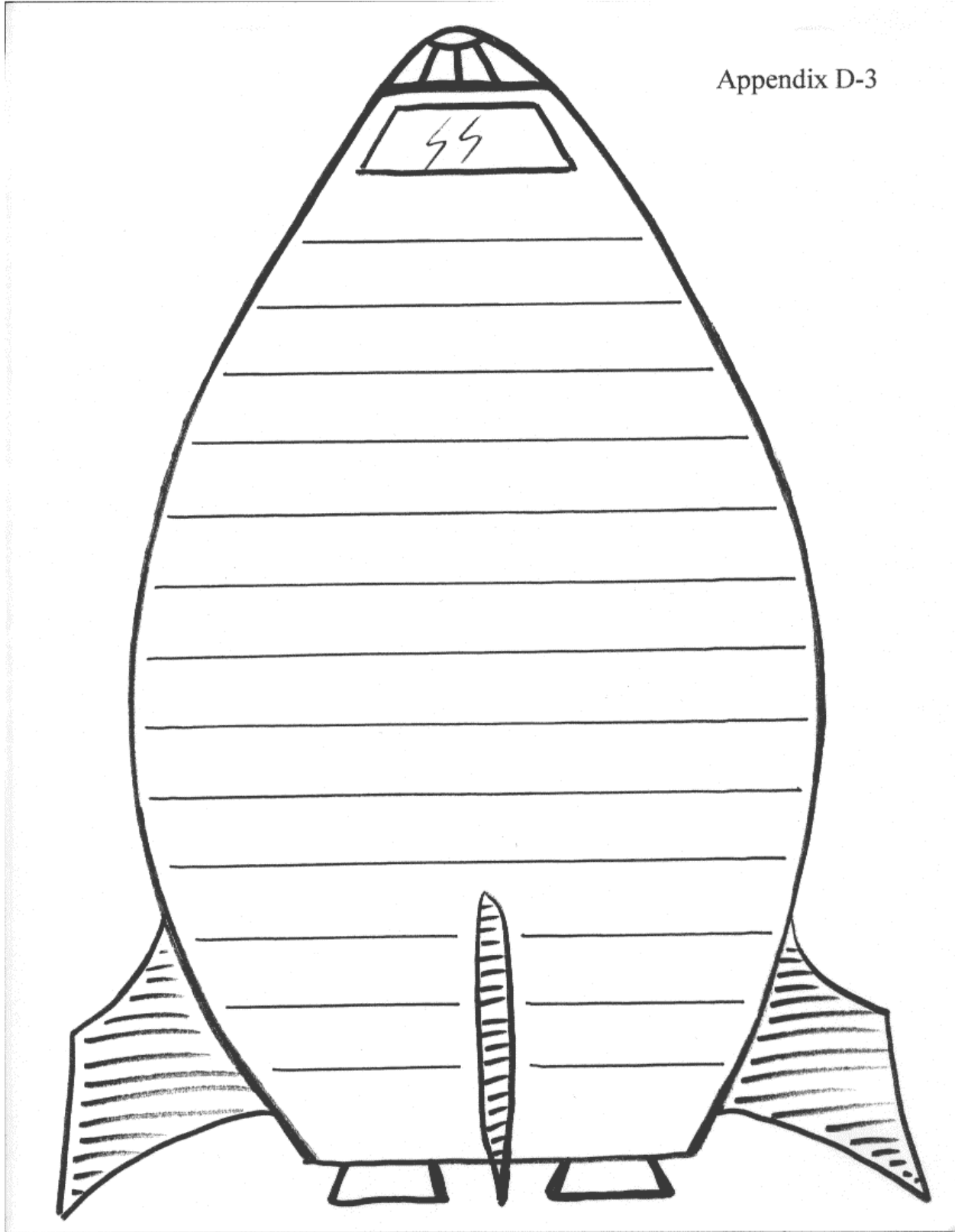
Who? (Characters)

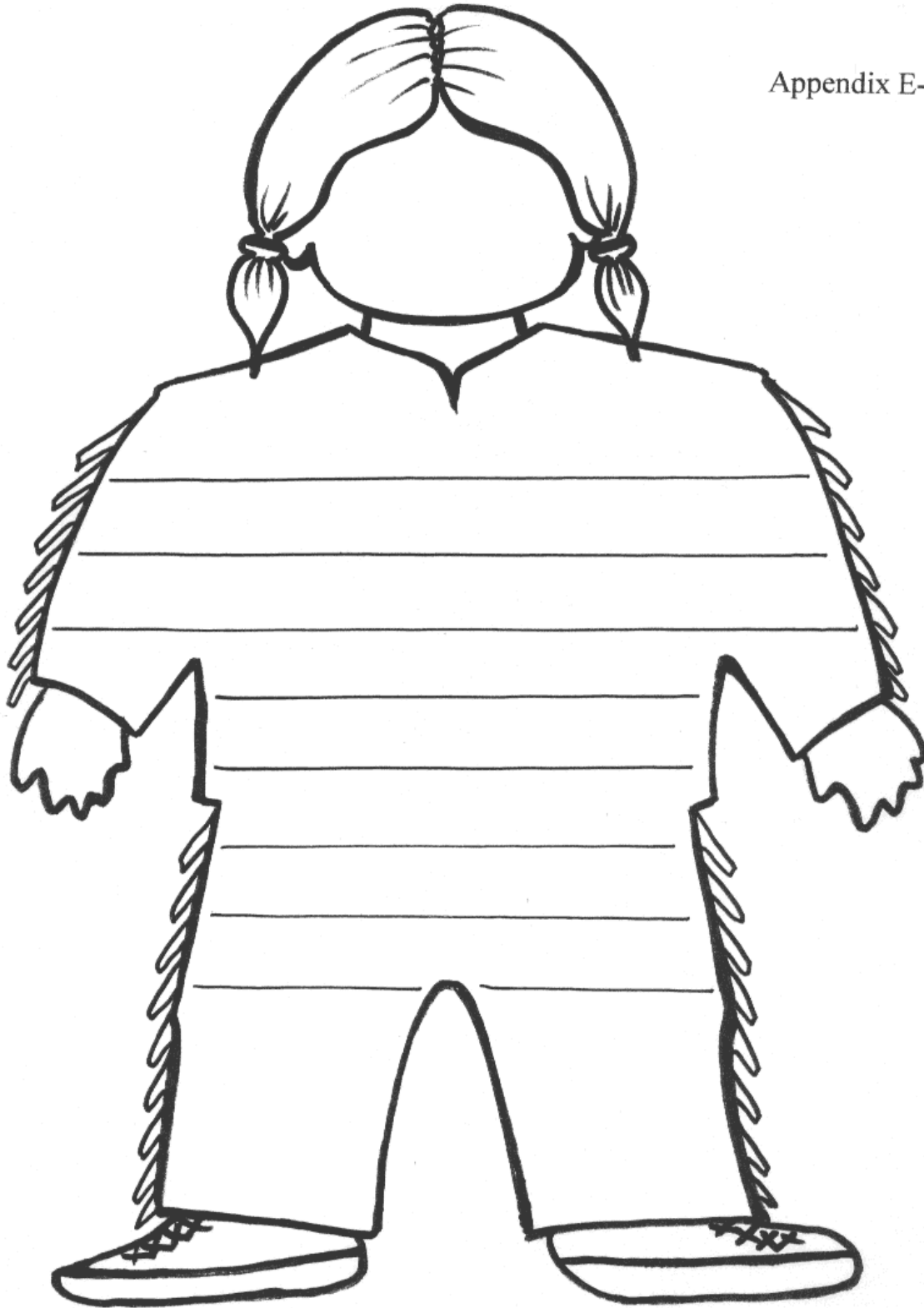
When? Where? (Setting)

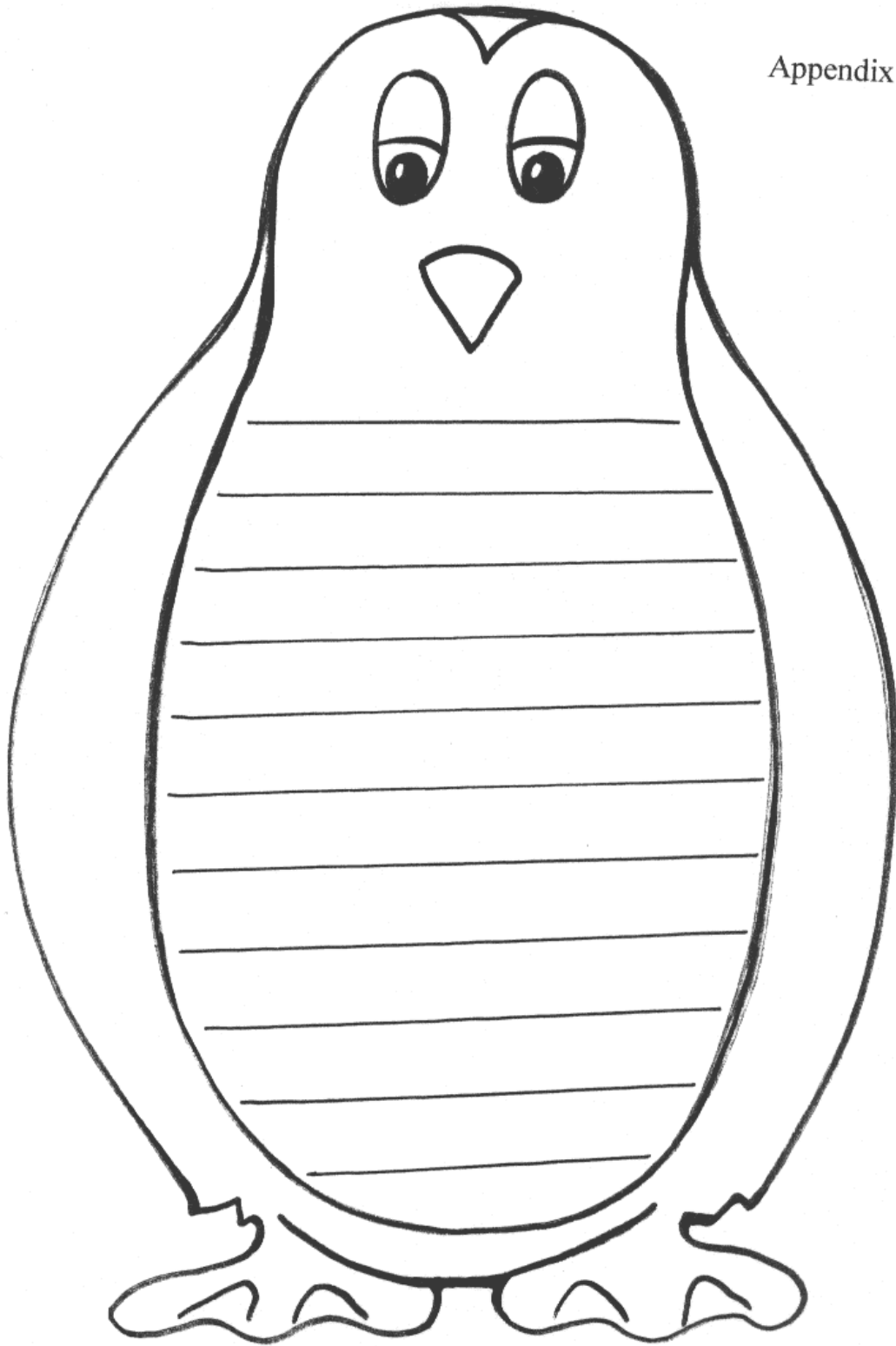
Beginning

Middle

Ending







Appendix G-1

The “Write” Stuff: Imaginative Writing

This writing unit is taught along with two other third grade writing units, The “Write” Stuff-Imaginative Writing and The “Write” Stuff-Research Paper, in a writing workshop format. This workshop is a yearlong program. These units are independent, in and of themselves, and could be taught separately, if so desired. However, we have broken them down into a workshop format, which we coordinate, with our Core curriculum calendar.

Through mixing and intertwining these units we feel we are able to more effectively teach the writing process to our third graders.

At our school, Jefferson Academy, this format is organized using the following guidelines:

- Students are placed in small groups (7-8 students were group)
- Groups are led by parent volunteers who have made a commitment for a year
- Workshops are conducted for a one hour session every two weeks
- Volunteers are given written, detailed instructions on what is to be covered in workshop
- Mini lessons are included in each workshop that review and build on previous classroom instruction
- Volunteers work with each student in developing their writing piece, giving immediate feedback and reinforcement
- A standard system of proofreading, editing, and revising is used
- Every workshop session concludes with students orally sharing their writings with the group who then give constructive feedback
- Teachers travel from group to group and interact, but do no direct instruction