

Painting with Words: Teaching Creative Writing

Grade Level or Special Area: Fifth Grade Language Arts

Written by: Lucinda Keller, Normandy Elementary, Littleton, CO

Length of Unit: Seven lessons (eight days of fifty-five minutes each)

I. ABSTRACT

This unit uses the writing process, six-trait writing, and various literary techniques in order to teach creative writing for students. An in-depth study of picture books gives the student a “tool box” of ideas and writing devices to utilize. Students go through the writing process to produce a published piece of writing which is then presented to his/her peers as well as family and friends. A classroom collection of student creative writing pieces is created.

II. OVERVIEW

A. Concept Objectives

1. Students understand how to write and speak for a variety of purposes and audiences. (Colorado Model Content Standard-Reading and Writing 2)
2. Students recognize how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (Colorado Model Content Standard-Reading and Writing 3)
3. Students understand how to apply thinking skills to reading, writing, speaking, listening and viewing. (Colorado Model Content Standard-Reading and Writing 4)
4. Students recognize how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (Colorado Model Content Standard-Reading and Writing 5)

B. Content from the *Core Knowledge Sequence*

1. Fifth Grade Language Arts (p. 109)
 - a. Writing, Grammar, and Usage
 - i. Writing and Research
 - a) Produce a variety of types of writing...with a coherent structure or story line.
 - b) Know how to...
 - i) Understanding the purpose and audience of the writing
 - ii) Defining a main idea and sticking to it
 - iii) Providing an introduction and conclusion
 - iv) Organizing material in coherent paragraphs.
 - b. Grammar and Usage
 - i. Understand what a complete sentence is...
 2. Fourth Grade Language Arts (p. 87)
 - a. Writing, Grammar, and Usage
 - i. Grammar and Usage
 - a) Understand what a complete sentence is, and
 - i) Distinguish complete sentences from fragments
 - ii) Identify and correct run-on sentences
 - ii. Know how to use the following punctuation:
 - a) end punctuation: period, question mark, or exclamation point
 - b) comma
 - c) apostrophe

- d) quotation marks
 - 3. Third Grade Language Arts (p. 65)
 - a. Reading and Writing
 - i. Writing
 - a) Organize material in paragraphs and understand
 - i) how to develop a paragraph with examples and details
 - ii) that each new paragraph is indented
 - b) In some writings, proceed with guidance through a process of gathering information, 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.
4. Second Grade Language Arts (p. 43)
 - a. Reading and Writing
 - i. Reading Comprehension and Response
 - a) Recall incidents, characters, facts, and details of stories
 - ii. Writing
 - a) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.
 - b) With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works
5. Fifth Grade Language Arts (p. 110)
 - a. Poetry
 - i. Terms
 - a) onomatopoeia
 - b) alliteration
6. Fifth Grade Language Arts (p. 111)
 - a. Fiction and Drama
 - i. Literary Terms
 - a) Literal and figurative language
 - i) imagery
 - ii) metaphor and simile
 - iii) personification
7. Fourth Grade Language Arts (p. 89)
 - a. Fiction
 - i. Literary Terms
 - a) Plot
 - b) Setting
8. First Grade Language Arts (p. 26)
 - a. Fiction
 - i. Literary Terms
 - a) Characters

C. Skill Objectives

- 1. Identify steps in the writing process: pre-writing, drafting, revising, editing, and publishing (may be a review from previous grades).
- 2. Define the steps in the writing process: pre-writing, drafting, revising, editing, and publishing (may be a review from previous grades).

3. Make notation of the writing process.
4. Identify and utilize editing marks.
5. With assistance, revise short pieces of writing.
6. Identify the 6+1 traits of writing: ideas, organization, voice, word choice, sentence structure, conventions, and presentation.
7. Define the 6+1 traits of writing: ideas, organization, voice, word choice, sentence structure, conventions, and presentation.
8. Take notes regarding the 6+1 traits of writing.
9. Display knowledge of 6+1 trait writing with examples.
10. Identify various elements of the story: point of view, characters, setting, plot (and how it develops throughout the story), conflict, climax, resolution, and theme.
11. Define various elements of the story: point of view, characters, setting, plot, conflict, climax, resolution, and theme.
12. Notate elements of the story in the Writer's notebook.
13. Give examples of the different elements of the story.
14. Identify writers' crafting tools, such as: imagery, flashbacks, and strong beginnings/endings.
15. Compare effective use of dialogue and transitions in various stories.
16. Compare effective use of writer's crafting tools in stories.
17. Apply various writers' crafting tools in students' own writing.
18. Identify the author's point of view in a story.
19. Describe within a story: characters, setting, plot, conflict, climax, resolution, and theme.
20. Identify the 6+1 traits of writing in stories: ideas, organization, voice, word choice, sentence structure, conventions, and presentation.
21. Develop the beginning, middle, and end to a story.
22. Gather ideas for students' own story.
23. Decide point of view for students' own story.
24. Develop a story with regard to: characters, setting, plot, and theme.
25. Write a first draft of students' own story.
26. Revise individual writing using varied word choice.
27. Revise individual writing paying attention to voice.
28. Revise individual writing paying attention to organization.
29. Revise individual writing paying attention to details (elaboration and elimination of excess details).
30. Revise individual writing with an eye toward sentence structure, variety in sentence length and type, and sentence fluency.
31. Use correct spelling in students' own writing and be able to reference the correct spelling using various sources.
32. Ensure correct capitalization and punctuation is utilized in students' own writing.
33. Make sure all paragraphs in students' writing are complete and indented.
34. Ensure grammar is used correctly in writing.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Houghton Mifflin English*, by Robert Rueda, Tina Saldivar, Lynne Shapiro, Shane Templeton, C. Ann Terry, Catherine Valentino, Shelby A. Wolf
2. *What Your Fifth Grader Needs to Know: Fundamentals of a Good Fifth Grade Education* by E. D. Hirsch, Jr.

3. *Write Source 2000: A Guide to Writing, Thinking, and Learning*, by Patrick Sebranek, Dave Kemper, and Verne Meyer
 4. *Writing Workshop: The Essential Guide*, by Ralph Fletcher and JoAnn Portalupi
 5. *Wondrous Words* by Katie Wood Ray
- B. For Students
1. Grade 1: Language Arts: Fiction: Literary Terms: Characters, p. 26
 2. Grade 2: Language Arts: Reading and Writing: Writing, p. 43
 3. Grade 3: Language Arts: Reading and Writing: Writing, p. 65
 4. Grade 4: Language Arts: Writing, Grammar, and Usage: Writing and Research, p. 87
 5. Grade 4: Language Arts: Writing, Grammar, and Usage: Grammar and Usage, p. 87
 6. Grade 4: Language Arts: Fiction: Literary Terms, p. 89
 7. Grade 5: Language Arts: Writing, Grammar, and Usage: Writing and Research, p. 109
 8. Grade 5: Language Arts: Poetry: Terms, p. 110
 9. Grade 5: Language Arts: Fiction and Drama: Literary Terms, p. 111

IV. RESOURCES

- A. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Lesson Three)
- B. *How the Grinch Stole Christmas* by Dr. Seuss (Lesson Three)
- C. *Poetry for Young People* by William Carlos Williams (Lesson Four)
- D. *The True Story of the Three Little Pigs* by Jon Scieszka (Lesson Four)
- E. *Night in the Country* by Cynthia Rylant (Lesson Four)
- F. *The Relatives Came* by Cynthia Rylant (Lesson Four)
- G. *My Mama Had a Dancing Heart* by Libba Moore Gray (Lesson Four)
- H. *Chicken Sunday* by Patricia Polacco (Lesson Four)

V. LESSONS

Lesson One: The Writing Process (one fifty-five minute lesson)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - b. Students recognize how to apply thinking skills to reading, writing, speaking, listening and viewing.
 - c. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
 2. Lesson Content
 - a. Third Grade Language Arts: Reading and Writing
 - i. Writing
 - a) In some writings, proceed with guidance through a process of gathering information, 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.
 - b. Second Grade Language Arts: Reading and Writing
 - i. Reading Comprehension and Response

- a) Recall incidents, characters, facts, and details of stories
 - ii. Writing
 - a) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.
 - b) With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works
 - 3. Skill Objective(s)
 - a. Identify steps in the writing process: pre-writing, drafting, revising, editing, and publishing (may be a review from previous grades).
 - b. Define the steps in the writing process: pre-writing, drafting, revising, editing, and publishing (may be a review from previous grades).
 - c. Make notation of the writing process.
 - d. Identify and utilize editing marks.
 - e. With assistance, revise short pieces of writing.
- B. *Materials*
- 1. Writer's notebook with pockets (for each student to take notes, list subjects to write about, do pre-writing and drafting, and for handouts)
 - 2. Appendix A—Revision Example (for each student and as an overhead transparency)
 - 3. Appendix B—Editing Marks (for each student and as an overhead transparency)
 - 4. Appendix C—The Writing Process (for teacher's informal assessment)
 - 5. Overhead projector
- C. *Key Vocabulary*
- 1. *Pre-writing* is the step in which a writer thinks about a subject, gathers details, and plans how to implement these details into the written piece.
 - 2. *Drafting* is simply when the writer writes; it is commonly referred to as the first draft.
 - 3. *Revising* is when the writer improves the writing by making changes to the draft.
 - 4. *Editing* is the step the writer takes to check the writing for errors in spelling, punctuation, capitalization, sentence structure, and grammar.
 - 5. *Publishing* is the final step in the writing process in which the writer is provided an opportunity to share his/her work with others.
- D. *Procedures/Activities*
- 1. Ask students the title of their favorite book. Ask the name of the author. Ask why the student likes the book. Ask students if they think their favorite writer is extremely talented, or could anyone publish a creative story. Tell students that they will become creative writers with the help of this unit. Tell students you will guide them through the writing process and give them the tools so that they, too, may become published writers.
 - 2. Ask students to list how they think their favorite author writes. What steps does the writer go through in order to complete a piece of writing? Tell students you will describe the process, that some may be a review, but you would like them to take notes and jot down questions to ask later.
 - 3. Tell students there is a lot of planning before an author begins to write. This process is called pre-writing. Ask students to give examples of pre-writing activities (using any kind of graphic organizer, making a list, making a web, browsing through books, brainstorming, sketching picture, or simply thinking about ideas). Write these down on the board.

4. Tell students the fun part is next—drafting. Ask what a writer does when he/she drafts (simply writes). Ask if the writing needs to be in perfect form, i.e., spelling correct, correct sentence structure, organization good (no, revision and editing address this later). Tell students this is the step in the writing process where ideas go on the paper so that they are not forgotten later. The writing does not have to make perfect sense—and the writer will decide later to change it. The main idea is simply to get ideas out of the writer’s head and onto the paper.
 5. Ask students to list their definition of revision. Make sure students understand that in revision, the writer makes the writing better; he/she improves what is already there. Revision is not re-copying the work to make it neater. Sometimes revision means changing the order of sentences to make more sense. Sometimes revision means adding more to the writing to improve it. In addition, sometimes revision means cutting some part of the writing out in order to improve the writing. Make sure students understand that in order to revise, they need to re-read their writing. This is where writers struggle; having another set of eyes helps. Sometimes reading it aloud clarifies awkward language. Students should ask for help at this stage. (While students are writing, expect to spend time assisting individuals revise each piece of writing.)
 6. Ask students how editing differs from revision. Tell students editing involves the following items: mechanics, sentence structure, spelling, punctuation, and capitalization. It is the “clean-up” stage, where the piece of writing has the finishing touches applied. Ask students if they have ever read anything that had bad spelling or capitalization. Did it make the reading confusing? These kinds of errors distract the reader from the story, so this step is very important in the writing process. Ask if anyone has used any kind of editing marks. Hand out Appendix B—Editing Marks. Display a copy on the overhead as you discuss the marks and the examples.
 7. Ask if anyone remembers the last step in the writing process (publication). Ask what publication means to students. Tell them it is finalizing the piece of writing so that they can share it and that others can enjoy it. It can be reading the writing, displaying it on the bulletin board, or placing it in a collect of works. Providing a final copy to hand in is also considered publication.
 8. Hand out a copy of Appendix A—Revision Example to students. Display it on the overhead, also. Ask for assistance in revising the piece. Tell students there are many, many ways to revise a piece of writing; there is no right or wrong way to do it. Talk aloud as you revise so that students are privy to your thinking while you revise. See Appendix A, page 2 for suggested revisions. Extensive modeling ensures students understand revision; it is a hard concept to grasp.
 9. Review by telling students you are going to give a definition or an example of something in the writing process, and they need to provide the step in the writing process. Use Appendix C—The Writing Process as guidance in this informal assessment. Continue with questions to ensure students understand.
- E. *Assessment/Evaluation*
1. Questions from Appendix C answered.

Lesson Two: 6+1 Traits of Writing (one fifty-five minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

- b. Students recognize how to apply thinking skills to reading, writing, speaking, listening and viewing.
- c. Students recognize how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

2. Lesson Content

- a. Fourth Grade Language Arts: Fiction (p. 89)
 - i. Literary Terms
 - a) Plot
 - b) Setting
- b. First Grade Language Arts: Fiction (p. 26)
 - i. Literary Terms
 - a) Characters
- c. Fourth Grade Language Arts: Writing, Grammar, and Usage (p. 87)
 - i. Grammar and Usage
 - a) Understand what a complete sentence is, and
 - i) Distinguish complete sentences from fragments
 - ii) Identify and correct run-on sentences
 - ii. Know how to use the following punctuation:
 - a) end punctuation: period, question mark, or exclamation point
 - b) comma
 - c) apostrophe
 - d) quotation marks
- d. Third Grade Language Arts: Reading and Writing (p. 65)
 - i. Writing
 - a) Organize material in paragraphs and understand
 - i) how to develop a paragraph with examples and details
 - ii) that each new paragraph is indented

3. Skill Objective(s)

- a. Identify the 6+1 traits of writing: ideas, organization, voice, word choice, sentence structure, conventions, and presentation.
- b. Define the 6+1 traits of writing: ideas, organization, voice, word choice, sentence structure, conventions, and presentation.
- c. Take notes regarding the 6+1 traits of writing.
- d. Display knowledge of 6+1 trait writing with examples.

B. *Materials*

- 1. Writer's notebook with pockets (for each student to take notes, list subjects to write about, do pre-writing and drafting, and for handouts)
- 2. Appendix D—The 6+1 Traits of Writing (for each student)
- 3. Various picture books and novels
- 4. Thesauruses

C. *Key Vocabulary*

- 1. *Ideas* in 6+1 traits of writing refer to the content of the writing piece; the main theme.
- 2. *Organization* refers to the internal structure of a piece of writing; the thread of central meaning.
- 3. *Voice* is a sense that a real person is speaking and cares about the message.
- 4. *Word choice* is the use of colorful and precise language; it paints a picture in the reader's mind.

5. *Sentence fluency* is the rhythm and flow of language in writing; the way the writing flows when read aloud.
6. *Conventions* are the proper use of spelling, grammar, capital letters, punctuation, and paragraphing.
7. *Presentation* combines the verbal and visual elements of the writing piece; the “exhibition” of the piece.

D. *Procedures/Activities*

1. Ask students if they can list the 6+1 traits of writing. Make a notation on the board. Ask that students do the same in their writer’s notebooks (with a short description).
2. Discuss ideas—the heart of the message or the theme. Tell students ideas need details that develop the theme. Theses need to be clearly defined so that the theme comes through; no unnecessary details. Tell students the best ideas are when the writer shows the reader (through actions or feelings of the characters, for example), rather than states the obvious (the sky was a deep blue color versus the sky engulfed the world with its blanket of sapphire).
3. Discuss organization—deals with the structure of the writing. Tell students that when organization is strong, the piece of writing creates a sense of anticipation. Events unfold and proceed logically, and information is given to the reader at the right time in the right amount; this helps hold the reader’s interest. Be sure students know that the piece ties up loose ends at the conclusion of the writing in highly organized writing. Tell students organization make take several forms: moving from one event to another with regard to time, moving from one place to another, compare and contrast, order or importance, question and answer, and logical order, to name a few. (Have students take notes.) Ask if students can name something that uses time in its organization (Goldilocks). Ask if students can name something that uses events (Wizard of Oz). Ask students if they can name something that uses a compare/contrast organizational structure (an essay on riding the bus v. walking), order of importance (a persuasive essay), question/answer (a persuasive essay), and logical order (instructions for putting together a desk).
4. Discuss voice in writing. This is how the writer comes through in the writing. Tell students that if the writer feels strongly about the subject, his/her personality comes through that makes the writing his/hers alone. It is the heart and soul of the writing. Pieces of writing can carry a humorous tone, a serious tone, or many other types that make the writing unique. (Have students take notes.)
5. Discuss word choice as another way to make the writing unique. Using colorful and precise words helps establish the mood of the writing. Strong word choice does not mean using unusual words or an extensive vocabulary; the writer is not out to impress the reader. The goal is to use everyday words with skill that helps move and enlighten the reader. This is where a thesaurus comes in handy. Give students some sentences and ask them how to make a better word choice. (Examples: The boy was happy versus The youth became delighted; The girl was mad and cried versus The blubbing girl had fire in her eyes; The cat chased the bird quickly versus I saw feathers fly as a streak of cat caught its prey) Show students how to use the thesaurus in obtaining interesting word choice.
6. Discuss sentence fluency as how the writing sounds to the reader’s ear. It is the rhythm and flow in the writing. Ask students if anyone has ever read something that was confusing or just didn’t make sense. Chances are it had poor sentence fluency. It might have been choppy or jumped all over the place. Tell students writing with good sentence fluency move the reader along. Sentences are varied

in length and style; they begin in different ways. Give students an example of sentences and have them change the sentences in length and the way they begin. (Example: I like dogs. My dog is named Bobo. He's fat and he's cute. He's funny, too. He is my best friend. now becomes: My dog's name, Bobo, fits him. Doesn't that sound like a name for a fatso? Even though he's large, he entertains us with his comical abilities, like when he dragged my mother's underwear into the front yard. An old lady walking on the sidewalk told us he was the cutest dog she ever saw. I like to laugh; that's why I consider Bobo my best friend.)

7. Discuss conventions as the "clean-up" step in writing. It is where anything that might distract the reader from the story is taken care of. Tell students things they have been working on their whole school career come into play here--things like spelling, grammar, correct capitalization and punctuation, and good paragraphing. A piece of writing with strong conventions has been proofread and edited with care. When students have strong conventions, the piece needs little work before it can become published.
8. Discuss presentation as writing that is "exhibited" just as a painting is exhibited in a gallery. It includes both the way the writing is stated as well as the look of the piece. Stories need to be visually appealing so that the reader feels an invitation to read the piece. Too many words in a paragraph or too few paragraphs to a page are hard to read. Show students a collection of books. Ask which books they would read. Ask them to explain why. Make the point that the way the writing is laid out in the page matters to the reader.
9. Hand out Appendix D—The 6+1 Traits of Writing to each student. Tell them to keep it handy in their Writer's notebook. Tell students this is a checklist to guide them when evaluating their work; it is one of many tools writers use to hone their craft.

E. *Assessment/Evaluation*

1. Ensure students take notes listing the 6+1 traits of writing. Evaluate student contributions when discussing individual trait examples.

Lesson Three: Elements of a Story (one fifty-five minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students recognize how to apply thinking skills to reading, writing, speaking, listening and viewing.
2. Lesson Content
 - a. Fifth Grade Language Arts: Writing, Grammar, and Usage (p. 109)
 - i. Writing and Research
 - a) Know how to...
 - i) Understand the purpose and audience of the writing
 - ii) Define a main idea and stick to it
 - iii) Provide an introduction and conclusion
 - iv) Organize material in coherent paragraphs
 - b. Fourth Grade Language Arts: Fiction (p. 89)
 - i. Literary Terms

- a) Plot
 - b) Setting
 - c. First Grade Language Arts: Fiction (p. 26)
 - i. Literary Terms
 - a) Characters
 - 3. Skill Objective(s)
 - a. Identify various elements of the story: point of view, characters, setting, plot (and how it develops throughout the story), conflict, climax, resolution, and theme.
 - b. Define various elements of the story: point of view, characters, setting, plot, conflict, climax, resolution, and theme.
 - c. Notate elements of the story in the Writer's notebook.
 - d. Give examples of the different elements of the story.
- B. *Materials*
 - 1. Writer's notebook with pockets (for each student to take notes, list subjects to write about, do pre-writing and drafting, and for handouts)
 - 2. *Alexander and the Terrible, Horrible, No Good Very Bad Day* by Judith Viorst (for read-aloud)
 - 3. *How the Grinch Stole Christmas!* by Dr. Seuss (for read-aloud)
- C. *Key Vocabulary*
 - 1. *Point of view* is the literary term that deals with who is telling the story.
 - 2. *Characters* are the people or main objects in the story; a good writer shows what they are like through actions, thoughts, and feelings.
 - 3. *Setting* is the time and place of the story; these places come to life with vivid details.
 - 4. *Plot* is the chain of events in the story; a good plot consists of a problem and the actions the characters take to solve it.
 - 5. *Conflict* is the problem or problems the main character faces. It is introduced in the beginning of the story and follows through to the middle with a resolution at the end.
 - 6. *Climax* is the point in the story where the problem seems insurmountable and the character begins to solve the conflict; a good story will place the climax near the end of the story.
 - 7. *Resolution* is at the end of the story; it is where the problem is solved and loose ends are tied up.
 - 8. *Theme* is the author's statement within the story or lesson about life.
- D. *Procedures/Activities*
 - 1. Have students get out their Writer's notebooks. Let them know there is more to creative writing. Today they will break down a story so that they can learn about these literary elements. Ask students to make a note about each element as you go over them.
 - 2. Ask students if they have ever heard of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (most will). Ask if anyone can give you a short summary of the story. Tell students that you will read the story aloud, and they should listen carefully and answer the questions about story elements.
 - 3. Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* aloud to the class. When you are finished, ask who the main characters were (Alexander, Anthony, and Nick). Ask students where the story takes place (in Alexander's house and his neighborhood). Ask who is telling the story (Alexander-first person point of view-use of I in the story). Ask what the main problem of the story was (Alexander's day in which everything goes wrong; he's convinced that

if he were in Australia, his day would be good). Ask students what the author's message was, i.e., the theme (everywhere there are people having bad days). Tell students they just identified five of the eight story elements that will be discussed. Ask them to take notes as you review them.

4. Talk about characters (main people in the story--Alexander, Anthony, and Nick). Make sure students are taking notes at this point
5. Talk about setting in the story (where and when the story takes place-- Alexander's home and neighborhood, time is current).
6. Talk about conflict (the problems the main character faces--everything goes wrong for Alexander; Alexander v. the world). Also, speak to plot (the chain of events in the story--Alexander knows it will be a bad day, breakfast brings presents for everyone but Alexander, car pool was no fun, Mrs. Dickens didn't like Anthony's picture, Alexander lost his best friend, his other friend had a better lunch, Alexander had a cavity, he got the bad sneakers, he messed up his dad's office, his brothers are mean, his cat is mean, and all throughout the story, Alexander wants to move to Australia where he's convinced life is better, then he learns that everywhere people have bad days sometimes). Speak to climax (where the problems build and seem impossible to solve—Alexander totals his bad day with all the events that happened). Speak to resolution (where the problem is solved—Alexander believes that moving to Australia will solve his problems, but his mother says some days are like that-even in Australia).
7. Talk about theme (the author's message—everywhere there are people who have bad days; there's no perfect place). Tell how writers use this tool--it is not an obvious statement, but something the reader learns. It is not meant to be delivered like a hit over the head.
8. Tell students that in writing, there are two main points of view (who is telling the story) writers use. Tell students this story is told from Alexander's point of view, that he a character in the story, and it is called first person point of view. All the thoughts, feelings, and actions happen to him, and the reader hears about them through him. Tell students the use of I, me, mine, our, and we are common in first person point of view. Discuss the other point of view authors employ--third person point of view. This is where an outside observer tells the story; a person who is not part of the action in the story. Students can tell a third person point of view story by the use of he, she, him, her, their, theirs. There is another point of view, that of the second person, who uses you and speaks directly to the reader. It is not very common; students should stick to first person or third person point of view in writing their stories. (Students take notes.)
9. Tell students you will read aloud another story. While you read it, they are to listen very carefully and list the elements from the story. Write on the board the following words: point of view, characters, setting, plot, conflict, climax, resolution, and theme.
10. Begin reading *How the Grinch Stole Christmas!* When finished, ask students to identify the following story elements: point of view (third person), characters (the Grinch, the Whos, little Cindy Lou Who), setting (Christmas eve, in Whoville), plot (the Grinch wants to steal Christmas from the Whos, he takes their presents and feasts, then he hears them singing and realizes Christmas came anyway, he brings back what he stole), conflict (the Grinch doesn't like the Whos or their celebration of Christmas), climax (when the Grinch hears the Whos singing, he starts to realize Christmas is more than presents and a feast), resolution (the Grinch brings back the presents and feast), and theme (non-material gifts you have are precious).

- E. *Assessment/Evaluation*
1. Student identification of story elements from *How the Grinch Stole Christmas*.

Lesson Four: Writer's Toolbox (two fifty-five minute lessons)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students recognize how to write and speak for a variety of purposes and audiences.
 - b. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students recognize how to apply thinking skills to reading, writing, speaking, listening and viewing.
 - d. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
2. Lesson Content
 - a. Fifth Grade Language Arts: Writing, Grammar, and Usage (p. 109)
 - i. Writing and Research
 - a) Know how to...
 - i) Understand the purpose and audience of the writing
 - ii) Define a main idea and stick to it
 - iii) Provide an introduction and conclusion
 - iv) Organize material in coherent paragraphs
 - b. Second Grade Language Arts: Reading and Writing (p. 43)
 - i. Reading Comprehension and Response
 - a) Recall incidents, characters, facts, and details of stories
 - c. Fifth Grade Language Arts: Poetry (p. 110)
 - i. Terms
 - a) onomatopoeia
 - b) alliteration
 - d. Fifth Grade Language Arts: Fiction and Drama (p. 111)
 - i. Literary Terms
 - a) Literal and figurative language
 - i) imagery
 - ii) metaphor and simile
 - iii) personification
 - e. Fourth Grade Language Arts: Fiction (p. 89)
 - i. Literary Terms
 - a) Plot
 - b) Setting
 - f. First Grade Language Arts: Fiction (p. 26)
 - i. Literary Terms
 - a) Characters
 3. Skill Objective(s)
 - a. Identify writers' crafting tools, such as: imagery, flashbacks, and strong beginning and endings.
 - b. Compare effective use of dialogue and transitions in various stories.
 - c. Compare effective use of writer's crafting tools in stories.
 - d. Apply various writers' crafting tools in students' own writing.

- e. Identify the author's point of view in a story.
- f. Describe within a story: characters, setting, plot, conflict, climax, resolution, and theme.
- g. Identify the 6+1 traits of writing in stories: ideas, organization, voice, word choice, sentence structure, conventions, and presentation.

B. *Materials*

- 1. Appendix E—Literary Models (for each student)
- 2. Appendix F—Student Skill Record (for each student)
- 3. *Night in the Country* by Cynthia Rylant (for read-aloud)
- 4. *The Relatives Came* by Cynthia Rylant (for read-aloud)
- 5. *The True Story of the Three Little Pigs* by Jon Scieszka (for read-aloud)
- 6. *My Mama Had a Dancing Heart* by Libba Moore Gray (for read-aloud)
- 7. *Chicken Sunday* by Patricia Polacco (for read-aloud)
- 8. *Poetry for Young People* by William Carlos Williams (for read-aloud)
- 9. Writer's notebook with pockets (for each student to take notes, list subjects to write about, do pre-writing and drafting, and for handouts)
- 10. Various picture books (for pairs of students)

C. *Key Vocabulary*

- 1. *Imagery* refers to the use of words to create images or pictures in the reader's mind.
- 2. *Metaphor* is a figure of speech that compares two unlike things without using the words "like" or "as."
- 3. *Simile* is a figure of speech that compares two unlike things using the words "like" or "as."
- 4. *Personification* is a figure of speech in which an object or idea is given human qualities.
- 5. *Onomatopoeia* is using a word whose sound refers to its meaning; i.e., crash, boom, buzz.
- 6. *Alliteration* refers to the repetition of the consonant sounds at the beginning of words, i.e., small silly Sammy.

D. *Procedures/Activities*

- 1. **Day One:** Have students take out their Writer's notebooks. Tell them they will play detectives and identify what they have learned so far in the unit: author's point of view, characters, setting plot, conflict, climax, resolution, and theme. They will also detect as many of the 6+1 traits of writing as they can: ideas, organization, voice, word choice, sentence structure, conventions, and presentation. As they find these things in a story, they are to make note of them in their notebooks. Students will read stories like writers do; paying attention to how the writer uses his/her writer's toolbox; the best writers use literary models to shape their ideas into stories.
- 2. Begin reading aloud *The True Story of the Three Little Pigs* by Jon Scieszka. When finished, have students analyze the story in regard to the author's use of techniques. Call on students to contribute their ideas. Make sure students take note of several elements of the story: voice is strong (light-hearted wolf is trying to convince the reader of the truth), point of view (first person), characters (Al, the three pigs), setting (the pigs' houses), conflict (Al wants to borrow sugar, but the pigs are afraid of him), climax (cops seeing Al go nuts), resolution (when the wolf says he was framed), theme (don't believe all that you read), organization (along a time line and from event to event). Give students the opportunity to ask may questions.

3. Ask students if they are beginning to read like a writer. Tell them to put their detective hats on again and they can try it with another story. Begin reading aloud *Night in the Country* by Cynthia Rylant. Talk of: point of view (third person), setting (at nighttime out in the country), plot (description of night life while everyone sleeps), theme (life goes on even when you don't see it), organization (items in a series-owls, frogs, sounds, rabbits, other animals), word choice and imagery ("There is no night so dark, so black as night in the country."), onomatopoeia (pump--for the apple hitting the ground), presentation (new idea on each page with an illustration), mood (peaceful, quiet--things happen slowly and quietly).
4. Begin reading aloud another book, *The Relatives Came*, also by Cynthia Rylant. Complete the same exercise. Look for: point of view (first person), characters (the relatives), setting (summer at the house), plot (the relatives pack up their things and travel to visit family, stay for a long time while enjoying each other, and finally travel back home), conflict (relatives arriving and staying for weeks and weeks), climax (relatives packing and having to leave), resolution (relatives home and dreaming about next summer), organization (time—note use of transitions: next, then, after that), voice (author writes as an observer), word choice, imagery, and sentence structure ("left when their grapes were nearly purple enough to pick", "They left at four in the morning when it was still dark, before even the birds were awake.", "Those relatives just passed us all around their car, pulling us against their wrinkled Virginia clothes, crying sometimes. They hugged us for hours." " It was different, going to sleep with all that new breathing in the house.").
5. **Day Two:** Ask students what they learned about reading like writers. Were they good at being detectives? Tell them there will be one more day to practice. Tell students that this in-depth study of books helps make them aware of writers' toolboxes and how real authors use writing techniques in their books. Tell them that by reading many different books, they learn to use these tools without much thought and will become stronger writers. Have students get out their Writer's notebooks to notate writing techniques. Make sure students are notating: point of view, characters, setting, plot, conflict, climax, resolution, theme, ideas, organization, voice, word choice, sentence structure, conventions, presentation, imagery, mood, dialogue transitions, strong beginning and endings, alliteration, onomatopoeia, metaphor, simile, and personification.
6. Begin reading aloud *My Mama Had a Dancing Heart* by Libba Moore Gray. When finished, have students share their ideas of writer's craft: organization (time and events), word choice, imagery, metaphor, alliteration ("my mama had a dancing heart", "With a grin and a giggle", "tip-tapping, song-singing", "dance a hello spring ballet", "go into the red-orange morning", "squish-squashing", "winter snows shawling the earth"--also personification and metaphor), strong beginning and endings-also circular ending ("My mama had a dancing heart and she shared that heart with me.") Give students an opportunity to ask any questions and/or give opinions on writing techniques.
7. Have students again make notation of the writers' toolbox they see utilized in the next book, *Chicken Sunday* by Patricia Polacco. Begin reading the story aloud. When completed, go over the author's use of writing techniques such as: simile and imagery ("had a voice like slow thunder and sweet rain"), dialogue ("even thought we've been chruchin' up like decent folks ought to", "Baby dears, I want to believe you. Heaven knows that I brought you children up to always tell the truth.", "Spaseeba, I haven't seen these since I left my homeland"), imagery and

metaphor (“laughed from a deep, holy place inside”), flashbacks (“We called those Sundays ‘Chicken Sundays’ because Miss Eula almost always fried chicken for dinner. There’d be collard greens with bacon, a big pot of hoppin’ john, and fried spoon bread.”), transitions (the next day, “Just as the boys ran away,” “One Sunday at the table”, “In my kitchen the next day,” “When we finally got the courage to ask”), strong ending (“we can hear singing; a voice that sounds like slow thunder and sweet rain”).

8. Read poems from *Poetry for Young People* by William Carlos Williams while having the students try their hand at the writers’ toolbox. Tell students they will need to listen carefully because poetry has so few words to tell the story. Begin reading *Iris* on page 44 aloud. Talk of: imagery, simile, personification, word choice, and presentation (“a blue as of the sea”, “those trumpeting petals”). Read also *This is Just to Say* on page 33. Speak to: imagery, word choice, voice and point of view, presentation (“so sweet and so cold,” first person point of view). Finish with *10/30* on pages 28-29. Discuss: onomatopoeia, presentation, personification, word choice and imagery (“clank, clank, wha, wha,” “moving still trippingly,” “the engine has fought”).
9. Students pair off and choose a book of their own. Hand out Appendix F— Student Skill Record. Have students identify and record writer’s techniques as before, comparing their ideas with their partner’s ideas. Also on Appendix F, students record their own examples of techniques. Go around the room and assist students in this endeavor.

E. *Assessment/Evaluation*

1. Student notebooks show comprehension and examples of writer’s techniques, story elements, and the 6+1 traits of writing.
2. Student Skill Record shows understanding and examples of writing techniques.

Lesson Five: Synthesis: Pre-write-Ideas, Drafting-Organization and Voice (one fifty-five minute lesson)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students recognize how to apply thinking skills to reading, writing, speaking, listening and viewing.
 - c. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
2. Lesson Content
 - a. Fifth Grade Language Arts: Writing, Grammar, and Usage (p. 109)
 - i. Writing and Research
 - a) Know how to...
 - i) Understand the purpose and audience of the writing
 - ii) Define a main idea and stick to it
 - iii) Provide an introduction and conclusion
 - iv) Organize material in coherent paragraphs
 - b. Third Grade Language Arts: Reading and Writing (p. 65)
 - i. Writing
 - a) Organize material in paragraphs and understand

6. Students should develop the plot of the story. The beginning should introduce the problem in an attention-getting way (describe the action, the setting, or use dialogue as an opening to the story). Use the middle of the story to tell events in order—this is where effective use of transition words comes into play. Only important events or events that add directly to the problem should be told. Make sure students use dialogue—this is a great way to show rather than tell the action. It keeps the reader engaged with the story. At the ending of the story, students should show how the problem is solved. Make sure students know they need to tie up loose ends; however, the story does not need to end with a “perfect” happy ending.
 7. Once students have an idea of their story, have them think about other story elements and fill out Appendix G and Appendix H. Have them show these to you for feedback. Once no more adjustments need to be made, have them write their first draft in their Writer’s notebook. Make sure students understand they are to write, write, and write. There will be an opportunity to revise and change things later. It’s most important to get ideas down on paper at this point. Make sure students are writing with voice; that is there is a distinctive mood to the piece (scary, sad, and silly).
- E. *Assessment/Evaluation*
1. Ensure students have completed Appendices G and H.
 2. Move around the room and assist where needed with students’ drafts.

Lesson Six: Synthesis: Revision-Word Choice and Sentence Fluency (one fifty-five minute lesson)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - c. Students recognize how to apply thinking skills to reading, writing, speaking, listening and viewing.
 - d. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
 2. Lesson Content
 - a. Fifth Grade Language Arts: Writing, Grammar, and Usage (p. 109)
 - i. Writing and Research
 - a) Know how to...
 - i) Understand the purpose and audience of the writing
 - ii) Define a main idea and stick to it
 - iii) Provide an introduction and conclusion
 - iv) Organize material in coherent paragraphs
 - b. Second Grade Language Arts: Reading and Writing (p. 43)
 - i. Writing
 - a) With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works

3. Skill Objective(s)
 - a. Revise individual writing with an eye toward sentence structure, variety in sentence length and type, and sentence fluency.
 - b. Revise individual writing using varied word choice.
 - c. Revise individual writing paying attention to voice.
 - d. Revise individual writing paying attention to organization.
 - e. Revise individual writing paying attention to details (elaboration and elimination of excess details).
- B. *Materials*
 1. Writer’s notebooks, including graphic organizers and notes utilized previously (for each student)
 2. Appendix I—Colorful Words (for each student)
 3. Appendix J—Revision checklist (for each student)
 4. Literary models
 5. Dictionaries
 6. Thesauruses
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Ask students to tell you what the difference is between revision and editing; are they the same thing (no, revision is changing the writing to make it better; editing is the “clean-up-check spelling, punctuation, paragraphing, capitalization)? Tell students today they will be revising—improving—their writing.
 2. Have students get out their Writers’ notebooks and any reference materials they have in their notebooks. Let students know that good writers read and re-read their work to improve it. Tell them they will keep in mind organization and voice in their first reading. Later, they will re-read their drafts concentrating on word choice and fluency of their sentence (does it read smoothly?). This is done most easily by listening as the story is read aloud.
 3. Before students start on their individual work, talk to students about organization. Have them follow along with Appendix G. Does the beginning of the story introduce the characters, tell of the setting, and preview the problem of the story? Tell students the beginning should grab the reader’s attention (use dialogue, use interesting details to describe the setting or action). If students need help with this, have them look at literary models to see effective beginnings. In the middle of the story, only important events and interesting dialogue should be listed. If the writing does not add to the story (problem), painful as it is, it should be eliminated from the story. Details should be clear, and a variety of transitions should be used. The characters need to be dealing with the problem, possibly coming up with solutions to the problem. For the ending, tell students that a good ending will leave the reader thinking. Again, use literary models if students need assistance. In the ending, the main character somehow overcomes the problem in the story. Loose ends need to be resolved. Use literary models to demonstrate. The ending should be a ‘quick and out’ ending; show the action and be done. Tell students the order of action in the story must make sense (is the order logical?). Also, have students look at their writing to see if the mood/voice comes across as it was intended (Is the message to the story clear? For example, are scary details sprinkled throughout the story?). Keep in mind the writer’s audience.
 4. On the second read-through of students’ stories, students should listen for creative word choice and sentence fluency. Hand out Appendix I—Colorful

Words. Students should use Appendix I and a thesaurus with this activity. Make sure words do not repeat too often, nor are they vague (nice, special). Have students read their story aloud to a partner. Make sure students know they are helping the writer, not criticizing him/her. Students should make their comments for improvement in a way they would like to be helped--be diplomatic when offering help. Sentences and words chosen in the writing should sound natural to the ear; as if someone is speaking. Nothing should sound forced or awkward. Once again, literary models provide examples of natural language. Make sure students vary their sentence length, add details, cut unnecessary text, and change the order of the text if necessary.

5. Hand out Appendix J—Revision Checklist. Ask students to fill it out after all revision has been completed when completing the third read through. As students complete the checklist, have them show it to you.
 6. As the assessment, have students do the first re-reading in revision. Ask them to let you know when that has been completed. Go around the room and have students give you a synopsis of the story. When satisfied with the organization of the piece, have the student complete the second re-reading of their story and make any changes. After the third re-reading, have students complete Appendix J.
 7. Have students recopy their work.
- E. *Assessment/Evaluation*
1. Ensure students are revising their stories, not simply re-copying their work.
 2. Appendix J completed.

Lesson Seven: Synthesis: Editing-Conventions (one fifty-five minute lesson)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - b. Students recognize how to apply thinking skills to reading, writing, speaking, listening and viewing.
 - c. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
 2. Lesson Content
 - a. Fourth Grade Language Arts: Writing, Grammar, and Usage (p. 87)
 - i. Grammar and Usage
 - a) Understand what a complete sentence is, and
 - i) Distinguish complete sentences from fragments
 - ii) Identify and correct run-on sentences
 - b) Know how to use the following punctuation:
 - i) end punctuation: period, question mark, or exclamation point
 - ii) comma
 - iii) apostrophe
 - iv) quotation marks
 - b. Third Grade Language Arts: Reading and Writing (p. 65)
 - i. Writing
 - a) Organize material in paragraphs and understand

- i) how to develop a paragraph with examples and details
 - ii) that each new paragraph is indented
 - b) In some writings, proceed with guidance through a process of gathering information, 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. Second Grade Language Arts: Reading and Writing (p. 43)
 - i. Reading Comprehension and Response
 - a) Recall incidents, characters, facts, and details of stories
 - ii. Writing
 - a) With assistance, produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.
 - b) With assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works
- 3. Skill Objective(s)
 - a. Use correct spelling in student’s own writing and be able to reference the correct spelling using various sources.
 - b. Ensure correct capitalization and punctuation is utilized in student’s own writing.
 - c. Make sure all paragraphs in students’ writing are complete and indented.
 - d. Ensure grammar is used correctly in writing.

B. *Materials*

- 1. Writer’s notebooks, including graphic organizers and notes utilized previously (for each student)
- 2. Appendix K—Editing Checklist (for each student)
- 3. Appendix L—Self-Evaluative Rubric (with reflection) (for each student)
- 4. Appendix M—Creative Writing Rubric (for each student)
- 5. Literary models
- 6. Dictionaries
- 7. Thesauruses

C. *Key Vocabulary*

- 1. *Reflection* means to think about what has happened previously and how it could be improved for next time.

D. *Procedures/Activities*

- 1. Tell students today they will edit their work. Ask if someone can tell you the components of editing (correct punctuation, capital letters, spelling, use of grammar, and paragraphing). Tell them they are now on “clean-up” duty.
- 2. Give students a copy of Appendix K—Editing Checklist. Have them follow along as you discuss what they will do with their work. Discuss the proper use of capitals. Discuss when to use a comma, quotation marks, periods, exclamation marks, etc. Discuss how to find the correct spelling of a word. Tell students the dictionary is their best friend today. Tell students to make sure each paragraph is indented.
- 3. Discuss sentences. In editing, students are not rewriting sentences unless they are not complete. Discuss run-on and incomplete sentences. Make sure students understand that all sentences should not be the same length. Students should

understand how to begin sentences in different ways in order to make the writing interesting. Use literary models to demonstrate different sentences.

4. Have students work individually at first, then they may partner off. Let them edit their writing pieces, and then show to a friend for a double check. Have them use Appendix K when they feel the editing has been completed. Go around the room and answer any questions students may pose. Make sure students show you their checklist and writing when complete.
 5. Have students make a final copy of their completed work on separate paper—not in their Writer’s notebook. Tell them they will read from it as a conclusion to the unit. They will share it with family. If students wish to add artwork to their story, encourage it. The piece should be presentable as a finished product.
 6. Have students complete Appendix L—Self-Evaluative Rubric (with reflection) and to keep it hand it in after their story has been read at Author’s Day.
 7. Give Appendix M—Creative Writing Rubric for student reference in grading writing pieces.
- E. *Assessment/Evaluation*
1. Appendix K completed.
 2. Appendix L completed.

VI. CULMINATING ACTIVITY

- A. Students take part in an Author’s Day. Families should be invited to hear students read their stories. If time and/or space are limited, separate groups may be formed. Use Appendix M—Creative Story Rubric to assess individual writing pieces.
- B. Once the stories have been read, make a copy of each student’s writing piece. Compile them in a Classroom Collection of Creative Writing book. Make sure to leave the book in an accessible place for students, other teachers, parents, and visitors to read.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Revision Examples (three pages)
- B. Appendix B: Editing Marks
- C. Appendix C: The Writing Process
- D. Appendix D: The 6+1 Traits of Writing
- E. Appendix E: Literary Models (five pages)
- F. Appendix F: Student Skill Record
- G. Appendix G: Planning a Story
- H. Appendix H: Story Map
- I. Appendix I: Colorful Words (two pages)
- J. Appendix J: Revision Checklist
- K. Appendix K: Editing Checklist
- L. Appendix L: Self-Evaluative Rubric (with reflection) (two pages)
- M. Appendix M: Creative Writing Rubric

VIII. BIBLIOGRAPHY

- A. Fletcher, Ralph and Portalupi, JoAnn. *Craft Lessons: Teaching Writing K-8*. Portland, ME: Stenhouse Publishers, 1998. 1-57110-073-3.
- B. Fletcher, Ralph and Portalupi, JoAnn. *Writing Workshop: The Essential Guide*. Portsmouth, NH, 2001. 0-325-00362-9.
- C. Gray, Libba Moore. *My Mama Had a Dancing Heart*. New York, NY: Orchard Books, 1999. 0-531-07142-1.
- D. Hirsch, E. D., Jr. *What Your Fifth Grader Needs to Know: Fundamentals of a Good Fifth Grade Education*. New York: Doubleday, 1993. 0-385-31464-7.
- E.

- F. *Houghton Mifflin English*. Boston, MA: Houghton Mifflin Company, 2004. 0-618-31013-4.
- G. Polacco, Patricia. *Chicken Sunday*. New York, NY: Putnman and Grosset Group, 1998. 0-689-11615-1.
- H. Ray, Katie Wood. *Wondrous Words*. Urbana, IL: National Council of Teachers of English, 1999. 0-8141-5816-1.
- I. Rylant, Cynthia. *Night in the Country*. New York, NY: Aladdin Paperbacks, 1986. 0-689-71473-4.
- J. Rylant, Cynthia. *The Relatives Came*. New York, NY: Aladdin Paperbacks, 1985. 0-689-71738-5.
- K. Scieszka, Jon. *The True Story of the Three Little Pigs*. New York, NY: Viking, 1989. 0-670-82759-2.
- L. Sebranek, Patrick, Kemper, Dave, and Meyer, Verne. *Write Source 2000: A Guide to Writing, Thinking, and Learning*. Wilmington, MA: Great Source Education Group, 1999. 0-669-46774-x.
- M. Seuss, Dr. *How the Grinch Stole Christmas!* New York, NY: Random House, Inc., 1957. 0-394-80079-6.
- N. Viorst, Judith. *Absolutely Positively Alexander: The Complete Stories*. New York, NY: Atheneum Books for Young Readers, 1997. 0-689-81773-8.
- O. Williams, William Carlos. *Poetry for Young People*. New York, NY: Sterling Publishing Co., Inc., 2004. 1-4027-0006-7.
- P. *6+1 Trait Writing-Scoring*. Retrieved July 2, 2005, from <http://www.nwrel.org/assessment/definitions/php?d=1>

Revision Examples

Riding the bus to school is no fun. Thousands of children ride the bus to school. None of these children enjoys the trip on the school bus. The ride is bumpy. The seats are hard. Some days it is too hot. Other days it is too cold. It is too noisy. Children would much rather have their parents drive them to school. Buses deliver thousands of children safely to school each day.

The Eiffel Tower is in Paris, France. I visited it last summer. It is a very old structure. It is a very tall structure. It is so tall that I got dizzy looking up at it. The top just looks like a point. There is actually a room up there from which you can see a breathtaking view of Paris. The tower is made of iron. It looks very fragile. I am starting to forget just how wonderful that trip was. It's a good thing I took lots of pictures.

The Great Pyramid is truly amazing. For one thing, it was built in ancient Egypt, and it is still standing. I guess that is why it is called "great". For another thing, each stone weights a ton or more, and it is made with over 2 million stones. As if that isn't enough to prove it is incredible, it also covers 13 acres and is in the exact center of the world of all the land area. There are many mysteries about the Great Pyramid, but it is no mystery why it is called great.

Revision Examples (corrected)

There is nothing worse than ~~Riding the bus to school is no fun.~~ *Everyday,* ~~Thousands of children ride the bus to school. None of~~ *rely on* ~~es get to~~
slow, bumpy ride ~~these children enjoys the trip on the school bus. The ride is bumpy.~~ *In addition,* ~~The seats are hard. Some~~ *and*
either ~~or~~ *There is also the problem with too much noise.* *prefer that* ~~day it is too hot. Other days it is too cold. It is too noisy. Children would much rather have~~
Despite the complaints,
their parents drive them to school. ~~Buses deliver thousands of children safely to school each day.~~

and ~~The Eiffel Tower is in Paris, France.~~ *tall, very* ~~I visited it last summer. It is a very old structure. It~~
In fact, ~~is a very tall structure.~~ ~~It is so tall that I got dizzy looking up at it. The top just looks like a~~
but ~~point.~~ ~~There is actually a room up there from which you can see a breathtaking view of Paris.~~
It is stunning! *Even though* ~~I was almost convinced I could bend it over with a finger. Unfortunately,~~
The tower is made of iron. ~~It looks very fragile. I am starting to forget just how wonderful that~~
So ~~trip was.~~ *Perhaps someday I can go back and take more.* ~~It's a good thing I took lots of pictures.~~













Revision Examples (corrected)

The Great Pyramid is truly amazing. For one thing, it was built in ancient Egypt, and it is still standing. I guess that is why it is called "great" For another thing, each stone weights a ton or more, and it is made with over 2 million stones. As if that isn't enough to prove it is incredible, it also covers 13 acres and is in the exact center of the world of all the land area.

There are many mysteries about the Great Pyramid, but it is no mystery why it is called great.

Appendix B

Editing Marks

Mark	Meaning	Example
	capitalize	they visited the Grand Canyon.
	make it lower case	Ellen was late for the Party.
	spelling mistake	January is the frist month.
	add a period	Manuel plays hockey
	delete/remove	Nick is in the the seventh grade.
	add a word	The red is missing a wheel.
	add a comma	He ate bananas apples and a pear.
	reverse words/letters	A whale is a mammal sea.
	add quotation marks	You're late, yelled the bus driver.
	close the space	The butter fly landed on the flower.
	begin a new paragraph	to see. Finally, I feel...
	make a space	Alex plays theguitar.

Appendix C

The Writing Process (informal assessment)

1. Pre-writing is where a writer thinks about a subject, gathers details, and plans how to implement these details into the written piece.
2. Drafting is simply when the writer writes; it is commonly referred to as the first draft.
3. Revising is when the writer improves the writing by making changes to the draft.
4. Editing is the step the writer takes to check the writing for errors in spelling, punctuation, capitalization, sentence structure, and grammar.
5. Publishing is the final step in the writing process where the writer is provided an opportunity to share his/her work with others.
6. What can you do when you pre-write? (make lists, webbing, use graphic organizer, read books, make a sketch, brainstorm, or simply think)
7. How can you revise a piece of writing? (change order of sentences, remove copy, add copy, change wording of sentences)
8. Is editing and revising the same thing? (no) How do they differ? (editing is the “clean-up” of work—it deals with grammar, punctuation, capitalization, spelling, and sentence structure; revising is improving the writing. Revision should be done first, followed by editing.)
9. How can a piece of writing be published? (final copy to hand in, read aloud to share, published in newspaper, posted on bulletin board)
10. How much time should you spend writing your first draft? (as long as it takes—it varies from person to person)
11. In what ways can a classmate assist you in revision? (another pair of eyes may see something you might not see)
12. How much time should you spend revising your writing? (as long as it takes—sometimes you need time and distance to help you look at your writing with “fresh eyes”)
13. Should you spend more time editing than revising? (not usually, Revising is part of the creative writing experience and editing is applying proper conventions to your writing.)

Appendix D

The 6+1 Traits of Writing

The following is a listing of the 6+1 traits of writing with specific components that make up the category. When writing, refer to this listing often to help you address these traits of writing.

Ideas:

- focus and narrow the topic
- sharpen details
- display insight
- write about what you know
- show the reader, don't tell

Organization:

- make a great introduction
- use a variety of transition words
- create solid paragraphs
- sequence ideas through logic
- create a satisfying conclusion

Voice:

- keep your audience in mind
- interact with the reader
- add interest with words
- be honest and personal
- experiment with figurative language

Word Choice:

- use strong verbs
- use great adjectives
- choose precise nouns
- play with words
- take risks with words

Sentence Fluency:

- begin sentences differently
- vary sentence length
- link ideas with transitions
- use both complex and simple sentences
- find rhythm in words or phrases

Conventions:

- spell common words correctly
- use punctuation correctly
- capitalize properly
- use grammar correctly,
- indenting paragraphs

Presentation:

- space words properly
- use appropriate fonts
- combine text and pictures
- make it visually appealing

Literary Models

PICTURE BOOKS:

Cloudy With a Chance of Meatballs By: Judy Barrett

Skills:

- Interesting vocabulary
- Inflectional endings
- Leads

Wilfred Gordon McDonald Partridge By: Mem Fox

Skills:

- Poignant ending
- Narrative sequenced by a series (people)
- Repetition

My Mama Had a Dancing Heart By: Libba Moore Gray

Skills:

- Story structure using nature
- Out of place adjectives
- Invented language
- Rhyme

Chicken Sunday By: Patricia Polacco

Skills:

- Recurring line
- Leads
- Voice
- Interesting vocabulary

The Keeping Quilt By: Patricia Polacco

Skills:

- Poignant ending
- Voice

Night in the Country By: Cynthia Rylant

Skills:

- Sensory details
- Setting and time
- Close echo/repeating sentence structure
- Items in a series

Literary Models

The Relatives Came By: Cynthia Rylant

Skills:

- Circular ending
- Voice
- Repeating details
- Making time advance

The True Story of the Three Little Pigs By: John Scieszka

Skills:

- Strong voice
- Story leads
- Organizational story structure

Owl Moon By: Jane Yolen

Skills:

- Sensory details
- Setting
- Interesting language

POETRY:

Love That Dog By: Sharon Creech

Skills:

- Voice
- Narrative story

Out of the Dust By: Karen Hesse

Skills:

- Narrative story
- Setting

The Ghost Eye Tree By: Bill Martin Jr.

Skills:

- Interesting language
- Voice

Literary Models

The Soda Jerk By: Cynthia Rylant

Skills:

- Voice
- Language

Blues Journey By: Walter Dean Myers

Skills:

- Voice
- Imagery

Poetry for Young People By: William Carlos Williams

Skills:

- Imagery
- Voice
- Colorful language
- Mood

INTERMEDIATE BOOKS:

The True Confessions of Charlotte Doyle By: Avi

Skills:

- Voice
- Strong characterization
- Sense of time and place

Tuck Everlasting By: Natalie Babbitt

Skills:

- Circular ending
- Strong characterization
- Setting
- Language

The Watsons Go to Birmingham—1963 By: Christopher Paul Curtis

Skills:

- Strong characterization
- Voice
- Characterization through action
- Invented language

Literary Models

Julie of the Wolves By: Jean Craighead George

Skills:

- Conflict
- Time/Flashbacks

Number the Stars By: Lois Lowry

Skills:

- Conflict
- Voice

Sarah, Plain and Tall By: Patricia MacLachan

Skills:

- Flashbacks
- Setting
- Finding focus

Bridge to Terabithia By: Katherine Paterson

Skills:

- Poignant ending
- Strong characterization

Hatchet By: Gary Paulsen

Skills:

- Time and place
- Conflict

Maniac Magee By: Jerry Spinelli

Skills:

- Strong characterization
- Artful sentence fragments
- Creative use of unique words

Wringer By: Jerry Spinelli

Skills:

- Time transitions/Flashbacks
- Strong characterization
- Invented language

Literary Models

GREAT INTERMEDIATE READS:

Crispin: The Cross of Lead By: Avi
Tales of a Fourth Grade Nothing By: Judy Blume
The Burning Questions of Bingo Brown By: Betsy Byers
The Landry News By: Andrew Clements
Ruby Holler By: Sharon Creech
Walk Two Moons By: Sharon Creech
The BFG By: Roald Dahl
Because of Winn-Dixie By: Kate DiCamillo
A Wrinkle in Time By: Madeleine L'Engle
Jack on the Tracks: Four Seasons of Fifth Grade By: Jack Gantos
Joey Pigza Swallowed the Key By: Jack Gantos
Lily's Crossing By: Patricia Riley Giff
Phoenix Rising By: Karen Hesse
Witness By: Karen Hesse
Hoot By: Carl Hiaasen
The View from Saturday By: E. L. Koinsburg
Call of the Wild By: Jack London
White Fang By: Jack London
The Giver By: Lois Lowry
Scorpions By: Walter Dean Myers
A Long Way from Chicago By: Richard Peck
A Year Down Yonder By: Richard Peck
Where the Red Fern Grows By: Wilson Rawls
Holes By: Louis Sacher
Sideways Stories from Wayside School By: Louis Sacher
The Library Card By: Jerry Spinelli
Wringer By: Jerry Spinelli
Roll of Thunder, Hear My Cry By: Mildred D. Taylor
Dacey's Song By: Cynthia Voigt
Solitary Blue By: Cynthia Voigt
The Hobbit By: J.R.R. Tolkien

Appendix F

Student Skill Record

Name _____

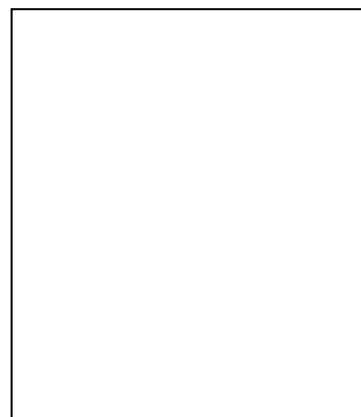
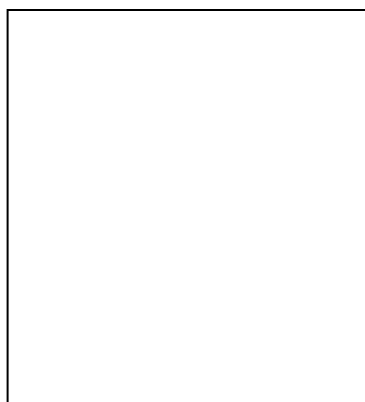
Title of Book	Skill	Example from Book	My Example

Appendix G Planning a Story

Beginning




Middle




Appendix H
Story Map

Characters



Setting



Events



Problem



Solution



Colorful Words

TRANSITIONS:

after	also	as proof	at last
before long	earlier	even so	finally
for one thing	however	in spite of	instead
in the first place	in the same way	later	meanwhile
next	once	on the other hand	soon
still	that is	then	when

SYNONYMS:

Bad—ghastly, foul, obnoxious, gross, dismal, horrible, nasty, unpleasant, imperfect, spoiled

Beautiful—pretty, lovely, attractive, gorgeous, splendid, ravishing, exquisite, stunning

Big—substantial, mammoth, ample, expansive, titanic, enormous, immense, colossal

Good—excellent, superb, grand, first-rate, noble, marvelous, gracious, honorable, genuine

Happy—pleased, overjoyed, satisfied, delighted, joyful, ecstatic, jubilant, tickled, blissful

Important—necessary, vital, critical, essential, considerable, notable, well-known

Interesting—fascinating, keen, intriguing, provocative, inspiring, tantalizing, exciting, engrossing, absorbing, gripping, enthralling, spellbinding, enchanting

Little—tiny, small, shrimp, runt, miniature, dinky, microscopic, slight, minute

Mad—furious, angry, enraged, indignant, inflamed, peeved

Sad—unhappy, miserable, depressed, wretched, heartbroken, sorrowful, dejected, glum, dismal

Scared—afraid, frightened, terrified, fearful, skittish, panicked, troubled, disturbed, petrified

Colorful Words

STRONG VERBS:

anticipated	ballooned	bolted	bounded
chattered	chuckled	constructed	devoured
doused	dreaded	eased	enveloped
flipped	frolicked	goofed	greased
grilled	howled	jabbed	leaped
lumbered	meandered	oozed	outwitted
peppered	peered	pounded	ransacked
rejoiced	relished	sabotaged	sassed
sauntered	scribbled	shivered	shrieked
shrugged	shuddered	smirked	splattered
strained	stuffed	thundered	twisted
volunteered	wiggled	wisecracked	wrangled

“SAID” SUBSTITUTIONS:

agreed	apologized	blubbered	cackled
complained	echoed	exclaimed	growled
inquired	muttered	pleaded	rambled
shouted	whined	demanded	interrupted
mentioned	replied	answered	proclaimed

Appendix J

Revision Checklist

Name _____

Title _____

SKILL	YES	NO
Overall message is clear/mood is evident		
Details paint a picture		
Characters and events are shown through dialogue		
Used strong verbs, precise language		
Eliminated excess words and description		
Order of events is orderly and logical		
Beginning grabs the reader's attention		
Characters, setting and problem shown in beginning		
Problem is resolved at the ending		
Ending leaves the reader thinking		
Read out loud to self or peer		

Appendix K

Editing Checklist

Name _____

Title _____

SKILL	YES	NO
Used capital letters properly		
Proper use of grammar		
Correct use of punctuation		
Words spelled correctly		
Complete paragraphs		
Paragraphs indented		
Run-on/incomplete sentences corrected		
Sentences are different lengths		
Sentences begin in different ways		

Appendix L, page 1

Self-Evaluative Rubric (with reflection)

6+1 Trait Writing Model: Creative Writing with 6+1 Trait Writing

CATEGORY	10	9-8	7-6	5
Focus of Topic	Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sequencing	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Pacing	The pacing is well-controlled. The writer knows when to slow down and elaborate, and when to pick up the pace and move on.	The pacing is generally well-controlled but the writer occasionally does not elaborate enough.	The pacing is generally well-controlled but the writer sometimes repeats the same point over and over, or spends too much time on details that don't matter.	The pacing often feels awkward to the reader. The writer elaborates when there is little need, and then leaves out necessary supporting information.
Adding Personality	The writer seems to be writing from knowledge or experience. The author has taken ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Flow and Rhythm	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but one or two are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Capitalization/Punctuation	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes few errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes many errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Grammar/Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes few errors in grammar or spelling that distract the reader from the content.	Writer makes several errors in grammar or spelling that distract the reader from the content.	Writer makes many errors in grammar or spelling that distract the reader from the content.

Self-Evaluative Rubric (Reflection)

1. Was the writing cycle followed (pre-writing, drafting, revision, editing, publication)?
2. What did you feel you did well in this piece of writing?
3. What part of the piece do you like best? Why?
4. What would you change if you could go back? How would you change it?
5. What skills did you use while completing this piece?

Appendix M Creative Writing Rubric

Name: _____

CATEGORY	10	9-8	7-6	5
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Problem/ Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Solution/ Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There are few spelling or punctuation error in the final draft and provide minimal distraction.	There are several spelling and punctuation errors in the final draft which are mildly distracting.	The final draft has many spelling and punctuation errors and distract from the written work.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.