

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

Grade Level: Sixth Grade

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Length of Unit: Five lessons

I. ABSTRACT

The focus of this sixth grade unit is imaginative writing while integrating content from the sixth grade *Core Knowledge Sequence* in literature, history, and science. Students will develop an understanding of the writing process while learning strategies and conventions involved in forms of imaginative writing. The imaginative writing lessons will address the elements and composition of an effectively written story. Writing topics 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 write effectively for a variety of purposes and audiences while applying conventions of language for effective communication (JCLAS 3,5)
 - 2. Understand how to evaluate and improve the quality of writing (JCLAS 8)
- B. Content from the *Core Knowledge Sequence*
 - 1. Imaginative writing (page 133)
 - 2. Balance creativity and correct use of conventions in writing (page 133)
- C. Skill Objectives
 - 1. Students will produce an effectively written story. (JCLAS 3.3)
 - 2. Students will explore and express imaginative ideas creatively. (JCLAS 3.4)
 - 3. Students will convey meaning using a variety of literary devices, conventions, and strategies. (JCLAS 3.5)
 - 4. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly. (JCLAS 5.1)
 - 5. Students will follow the conventions of form for clarity and different purposes of writing. (JCLAS 5.2)
 - 6. Students will examine and improve their writing. (JCLAS 8.1, 8.2)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Kemper, D., Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1 (soft cover).
 - 2. *Writer’s Solution*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996. 0-13-828773-2

- B. For Students
1. Students will understand the difference between literal and figurative language. (Grade 5).
 2. Students will understand the literary terms plot and setting. (Grade 4)
 3. Students will have produced a variety of types of writing – with a coherent structure. (Grade 5).
 4. Students will have acquired the skills necessary for competent spelling, and usage of a dictionary to check and correct words that present difficulty. (Grade 5)
 5. Students will have the understanding of how to use a topic sentence, how to develop a paragraph with examples and details, as well as the mechanics of the writing process. (Grade 4)

IV. RESOURCES

- A. *Collections for Young Scholars Teacher Tool Cards*. Chicago and Peru, IL: Open Court Publishing Company, 1995. 0-8126-5453-6
- B. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-20-8
- C. Kemper, D., Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1 (soft cover).
- D. *Writer's Solution*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996. 0-13-828773-2

V. LESSONS

Lesson One: Point of View (one forty-five minute session)

- 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. Imaginative writing
 - b. Balance creativity and correct use of conventions (point of view) in writing
 3. Skill Objective(s)
 - a. Students will convey meaning using a variety of literary devices, conventions, and strategies.
 - b. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
 - c. Students will follow the conventions of form for clarity and different purposes of writing.
 - d. Students will examine and improve their writing.
- B. *Materials*
1. Overhead projector

2. Overhead marker
 3. Point of View Examples – as an overhead transparency (Appendix A{1})
 4. Point of View Worksheet – as an overhead transparency (Appendix A{2})
 5. Point of View Worksheet – one per student (Appendix A{2})
 6. Point of View Worksheet Answer Key – one for teacher reference (Appendix A{3})
- C. *Key Vocabulary*
1. Point of view: who is telling the story in relation to the action
 2. First-person: story told through the eyes of one of the characters
 3. Third-person: story is told by a person who does not participate in the action
 4. Narration: telling of the story
- D. *Procedures/Activities*
1. Take out a book and walk to the front of the room. Sit on your chair and begin to read to yourself. Laugh intermittently, look up and smile at the class. Shut the book, stand and walk over to your desk. Place the book on the desk and return to the front of the room.
 2. Next, ask a student to explain in his/her own words the actions that you went through. Write the student's words on the board as he/she speaks. He/she should say something similar to "Mrs. _____ picked up a book from her desk and walked to the front of the room. She sat down and opened the book. As she read she laughed to herself and looked up from the book and smiled at us. She then closed the book, stood and walked to her desk with the book in her hand. She placed the book on the desk and walked back to the front of the room."
 3. Ask students if the writing on the board tells what they saw. Add additional details when necessary.
 4. Next, tell students that you saw the action from a different point of view, since you were doing the action. Tell students that you are going to write the actions that you went through on the board.
 5. Write something similar to the following on the board: "I picked up a book from my desk and walked to the front of the room. I sat down and opened the book. As I read I laughed to myself and looked up from the book and smiled at you. I then closed the book, stood and walked to my desk with the book in my hand. I place the book on the desk and walked back to the front of the room."
 6. Next, ask students if the two accounts describe the same action. They should respond that they do. Ask students what they feel makes the two accounts different. They should respond that the first account describes what they saw, while the second account describes how I saw my actions. Explain to the students that the writing on the board represents two points of view.
 7. Tell the students that the first account represents a third-person point of view. Explain that a third-person point of view is told by a person who does not participate in the action. Take your chalk or marker and

- underline the pronouns in the first account. Tell students that they are third-person pronouns that describe the actions of another person.
8. Next, tell the students that the second account represents a first-person point of view. Explain that a first-person point of view is told through the eyes of the person doing the action. Take your chalk or marker and underline the pronouns in the second account. Tell student that they are first-person pronouns that they could use to describe their own actions, or the actions of a character that is telling a story.
 9. Place the Point of View Examples transparency on the overhead projector (Appendix A{1}).
 10. Read through the definition of first-person point of view. Next, read the first example of first-person narration. When finished, go back and have students tell you the first-person pronouns. Underline these. Tell students that the first-person narration could easily be changed to third-person narration with the changing of pronouns.
 11. Read through the definition of third-person point of view. Next, read the first example of third-person narration. When finished, go back and have students tell you the third-person pronouns. Underline these. Ask students if the accounts relay the exact same information. They should reply that they do.
 12. Read through the second examples of first and third-person point of view narrations. Again underline the pronouns. Students should begin to understand the difference between the two points of view.
 13. Pass out copies of the Point of View Worksheet (Appendix A{2}). Place the Point of View Worksheet transparency on the overhead projector. Read through the first narration. Then, as a class, change the first-person account to a third person account. Next, read through the second narration. As a class, change the third-person account to a first person account. Refer to the Point of View Worksheet Answer Key when necessary. Have students complete the worksheet on their own. Go over answers together as a class. Have students make corrections when necessary.
 14. Explain to students that when a story is written it is told from a point of view. If a character in the story is telling the account, the story will be written in first-person. If someone outside of the story is telling the account, the story will be written in third-person. Tell the students that it is extremely important to keep the point of view consistent throughout the entirety of a story. Tell students that they can choose to write from either point of view when they begin their stories, unless you have a preference.

E. *Assessment/Evaluation*

1. Chose selections from any required Core Knowledge literature selection. Read through them as a class, having students tell you what makes a selection a first-person narration, and what makes a selection a third-person narration. See Core Knowledge Links (Appendix G) for reading suggestions.

2. Upon completion of story composition, have students go through their drafts and circle the pronouns used in the story. Have students pair up and determine which point of view was used, and if it was used consistently. If the point of view was not consistent throughout the story, have students discuss how to change their stories to keep the point of view consistent.

Lesson Two: Who? (one forty-five minute session)

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. Imaginative writing – character development
 - b. Balance creativity and correct use of conventions in writing
3. Skill Objective(s)
 - a. Students will explore and express imaginative ideas creatively.
 - b. Students will convey meaning using a variety of literary devices, conventions, and strategies.
 - c. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
 - d. Students will follow the conventions of form for clarity and different purposes of writing.
 - e. Students will examine and improve their writing.

B. *Materials*

1. Overhead projector
2. Overhead marker
3. Character Development Worksheet – as an overhead transparency (Appendix B{1})
4. Character Development Worksheet – One per student (Appendix B{1})

C. *Key Vocabulary*

1. Protagonist: the hero of a story
2. Antagonist: the person or thing fighting against the hero
3. Characterization: a writer's way of showing what the characters in the story are like by telling what they do, say, think, and feel

D. *Procedures/Activities*

1. Tell students to imagine that they are describing the school principal to a person who has never met him before. Tell students that it is important for their descriptions to be accurate so that someone could recognize him/her by his/her actions and appearance. Remind students that they must be kind with their responses. Have students describe the physical characteristics of your principal. Write these descriptions on the board under the heading "Appearance." Next, have students describe the personality of your principal. Write these descriptions on the board under

the heading “Personality.” Next, have students explain the job of the principal to you. Write these explanations under the heading “Job.” Have the students brainstorm any additional pieces of information that could be used in describing your principal. Make an “Extra” column on the board if necessary.

2. Have students close their eyes. Read aloud the descriptions that the students have given to you. After you have read the descriptions, have the students open their eyes. Ask them if they were able to see a clear picture of the principal with their minds based on the descriptions that were read to them. They should reply that they were.
3. Tell students that they must go into as much detail when they describe and develop characters in the story that they write as they did with the description of the principal. Tell students that it is essential that they describe their characters in such detail that it paints a mental picture of the character for a reader and lets the reader know the personality of the character. Tell students that this can be accomplished by describing the physical appearance of the character and what the character is like by what he/she looks like, does, says, thinks, and feels.
4. Pass-out copies of the Character Development Worksheet (Appendix B{1}). Tell students that this worksheet will aid in developing the characters that they will use in their stories. Tell students to develop in great detail at least one character. Tell students that this could be the main character of the story. Also say that this character could be the protagonist, or hero, of the story.
5. Tell students that it is also important that their stories contain supporting characters. Explain that supporting characters ask with or against the main character. It is important that supporting characters are described in detail as well.
6. Tell students that there are four different ways to describe their characters when they begin to write their stories. First, they can describe their character directly by simply telling what the character looks like and how he/she acts. Second, they can let the words of other characters describe the character. Third, they can let the character describe him or herself. Lastly, they can let the dialogue of the story contain descriptions of the character and his/her actions.
7. Explain to students that after they have finished composing their stories that they must re-read the stories and make sure that they have developed their characters. Tell students that by reading through their stories and evaluating them with the checklist that will be passed out at that time, they will know if they described their characters in great enough detail.

E. *Assessment/Evaluation*

1. Collect Character Development Worksheets before students begin composing their stories. Check to see that students understand character development.
2. Final story will be assessed for character development.

Lesson Three: When and Where? (one forty-five minute session)

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. Imaginative writing – setting of story
 - b. Balance creativity and correct use of conventions in writing
3. Skill Objective(s)
 - a. Students will explore and express imaginative ideas creatively.
 - b. Students will convey meaning using a variety of literary devices, conventions, and strategies.
 - c. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
 - d. Students will follow the conventions of form for clarity and different purposes of writing.
 - e. Students will examine and improve their writing.

B. Materials

1. Overhead projector
2. Overhead marker
3. Where Am I? Worksheet – as an overhead transparency (Appendix C{1})
4. Where Am I? Worksheet – one per student (Appendix C{1})
5. Setting Development Model – as an overhead transparency (Appendix C{2})
6. Fictional video (any Disney selection will work well)
7. TV/VCR Unit

C. Key Vocabulary

1. Setting: time and place in which a story occurs

D. Procedures/Activities

1. Watch a ten-minute portion of the movie. Turn off the television.
2. Have students take out a piece of paper. Instruct them to write a description of when and where the story took place. Tell students that they should include as many details as they can remember. Suggest to students that they use the dress of characters and the technology/or lack thereof to help them determine when the movie took place. Suggest to students that they describe how the setting of the movie looked, sounded, seemed to feel, and even seemed to smell. Allow students a few moments to jot down the details that they recall.
3. Have several students read their descriptions of the movie's setting.
4. Tell students that it is easy to determine the setting of a movie, because they are able to see it with their own eyes. Remind students that it is much more difficult to describe a picture of something than it is to show a person a picture of something because it requires that they use descriptive words and be very detailed.

5. Tell students that writers must paint a vivid picture of the setting of their books by using words. Their words must allow a reader to visualize the setting in his/her mind, as if they are seeing a movie. Remind students that the setting of a story is not simply a description of where the events take place, but also when the events take place. Tell students that many books are set in the future or the past. Ask the students what a writer could do to indicate that his/her story takes place in the future or past. Students may suggest that the writer could describe the technology around the characters (flying cars for a futuristic setting, or a horse-drawn buggy for a past setting) or simply state the date and time in which the story occurs. Tell students that it is important for them to include some time (when) indicators when they are writing their stories.
6. Tell students that the setting of the story is also where the story occurs. Tell students that the setting could be general, such as a busy city, or a specific location, such as an elementary school in Broomfield, CO. Remind students that a story can include more than one setting, but that it is important to describe each setting in enough detail so that a mental picture is painted in the reader's mind. Tell students that their use of vivid adjectives will aid in describing their settings to readers.
7. Instruct students to look around the classroom and write down a description of the room. Tell students to include as much detail as is necessary while describing the look, sound, smell, and feel of the room. Have students take turns reading their descriptions while you point out words that helped to make the descriptions seem vivid. Tell students that they need to be just as detailed when they are describing the settings of their stories.
8. Place Setting Development Model (Appendix C{2}) on the overhead projector.
9. Read through the model as a class. Have students raise their hands and point out the words and phrases that were used to indicate both the time and place of the story. Underline or circle these suggestions. Ask students if any additional information could be added to make the description more clear. Ask students if the author addressed the look, sound, smell, and feel of the setting. Have students discuss their recommendations.
10. Next, place the Where Am I? (Appendix C{1}) transparency on the overhead projector. Pass out student copies of Where Am I? (Appendix C{1}) as well. Go through the transparency section by section answering questions when necessary. Tell students that they will fill-out the Where Am I? Worksheet before they begin to write their stories. Tell students that the worksheet will insure that they use enough detail in describing the different settings of their stories for readers.

E. *Assessment/Evaluation*

1. Collect Where Am I? (Appendix C{1}) worksheets before students begin composing their stories. Check to see that students understand the development of setting.

2. Final story will be assessed for setting development.

Lesson Four: What and How? (two forty-five minute sessions)

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. Imaginative writing – plot development
 - b. Balance creativity and correct use of conventions in writing
3. Skill Objective(s)
 - a. Students will explore and express imaginative ideas creatively.
 - b. Students will convey meaning using a variety of literary devices, conventions, and strategies.
 - c. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
 - d. Students will follow the conventions of form for clarity and different purposes of writing.
 - e. Students will examine and improve their writing.

B. *Materials*

1. Overhead projector
2. Overhead marker
3. Elements of Plot – as an overhead transparency (Appendix D{1})
4. Elements of Plot – one per student (Appendix D{1})
5. Plot Development Worksheet – one per student (Appendix D{2})
6. Plot Model – as an overhead transparency (Appendix D{3})

C. *Key Vocabulary*

1. Plot – a sequence of events
2. Exposition – at the beginning of the story and explains what happened before the story starts, the setting of the story, and often introduces the characters
3. Rising Action – the part of the story in which the problems arise
4. Climax – the turning point of the story
5. Falling Action – follows the climax and has the action or dialogue necessary to bring the story to an end
6. Resolution – the end of the story when the problems are solved

D. *Procedures/Activities*

1. Read the following to the students: “It was a bright and sunny day, and I was walking down the street minding my own business. Suddenly I stopped in my tracks and screamed. I turned and walked home.” Ask students if they know what is missing in this excerpt. They should reply that the “thing” that made the character scream was never explained. Tell students that the excerpt is missing elements of a story.

2. Place the Elements of Plot transparency on the overhead projector. (Appendix D{1}). Pass out copies of the Elements of Plot handout to the students as well. Tell students to direct their attention to the Plot Diagram portion of the handout. Introduce the “Exposition” portion of the diagram as being the beginning of the story. Tell students that very often the characters are introduced and described in the beginning of a story. Further explain that the setting of the story is often described in the beginning of the story as well. Direct students to write the words “introduce characters and describe setting” below the Exposition portion of the diagram.
3. Next, introduce the Rising Action portion of the Plot Diagram as being the part in which the characters become involved in a problem or conflict. Tell students that the problem must be described in detail, and must bring the characters to a point where a decision or action must occur. Direct students to write the words “characters are faced with a problem”.
4. Introduce the Climax portion of the Plot Diagram as being the “ah-ha” moment where the action reaches the greatest point, and the problem or problems that the character/s face begins to be resolved. Tell students that a story could be about a person chasing a girl named Amanda. Amanda tries to hide and keeps running, but the mysterious person keeps gaining on her. Tell students that you have just explained the rising action. Tell students that the climax could occur when Amanda is suddenly trapped in a corner, with no way of escape. She turns to face the stranger and finds that it is one of her good friends playing a trick on her. Tell students that the moment Amanda turned and saw that it was her friend chasing her was the climax of the story. Instruct students to write “ah-ha moment” below the Climax portion of the Plot Diagram.
5. Tell students that the Falling Action portion of the story will serve to tell how the problem is solved, bringing the story to its conclusion, or close. Instruct students to write “close the story, and explain how problem is solved” below the Falling Action and Resolution portion of the Plot Diagram.
6. Explain to Students that a Plot Diagram is the formula for a story. Tell students that they should include all elements of plot when they compose their stories.
7. Place the Plot Model transparency on the overhead projector. (Appendix D{3}). Tell students that this is a summary of a short story written by Jane Yolen called “Greyling.” Read through the Exposition portion of the transparency. Point out where the characters are introduced, and where the problem is introduced. Next, read through the Development portion of the transparency. Point out how the rising action occurs, leading to the climax, or turning point, of the story. Finally, read through the Resolution portion of the transparency. Point out how the falling action is explained, and how the problem is solved. Tell students that their stories should follow the same model.

8. Pass out copies of the Plot Development Worksheet. (Appendix D{2}) Explain to students that this is an outline for the writing of their stories. Tell students that they must fill-in all portions of the worksheet before they begin composing their stories. Tell students that they may change items on the worksheet as they write their stories. Tell students to refer to the Character Development Worksheet (Appendix B{1}) and the Setting Development Worksheet (Appendix C{2}) when they are developing their stories.
- E. *Assessment/Evaluation*
1. Collect Plot Development Worksheets and assess for understanding of the elements of plot.
 2. Final story will be assessed for the elements of plot.

Lesson Five: The Final Package (five forty-five minute sessions)

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. Imaginative writing – revision and final draft
 - b. Balance creativity and correct use of conventions in writing
3. Skill Objective(s)
 - a. Students will explore and express imaginative ideas creatively.
 - b. Students will convey meaning using a variety of literary devices, conventions, and strategies.
 - c. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
 - d. Students will follow the conventions of form for clarity and different purposes of writing.
 - e. Students will examine and improve their writing.

B. *Materials*

1. Overhead projector
2. Overhead marker
3. Story Development Worksheet – as an overhead transparency (Appendix E{1})
4. Story Development Worksheet – one per student (Appendix E{1})
5. Story Revision Checklist – one per student (Appendix E{2})
6. Peer Revision Checklist and Evaluation – one per student (Appendix E{3})

C. *Key Vocabulary*

1. Revision – change existing portions of a story to correct mistakes and add to the understanding of the story
2. Critique – edit and evaluate

D. *Procedures/Activities*

1. Have each student take out his/her completed Character Development Worksheet (Appendix B{1}), Where Am I? worksheet (Appendix C{2}), and Plot Development Worksheet {Appendix D{2}}. These worksheets should have already been reviewed by you, and revised by students.
2. Tell students that the elements necessary for writing a story are sitting in front of them. Tell students that putting the story together will be easy, because they have already done all of the preparation necessary for the writing of a story.
3. Place the Story Development Worksheet (Appendix E{1}) on the overhead projector. Pass out copies of the Story Development Worksheet to the students as well. Tell students that they will fill-in information on this worksheet with information already developed on the setting, plot, and character worksheets. Emphasize to students that the Story Development Worksheet is an outline for the writing of their stories, but that the outline is flexible, and changes can be made as the story is composed. Tell students that sometimes stories take on a life of their own, and a character that they first thought would work well in a story may sometimes be replaced by a different character who behaves in a completely different way. Or, the setting of the story may need to be changed to accommodate the rising action in the story. Remind students that it is acceptable for the final version of the story to be different from the outline on the Story Development Worksheet. Tell students that it is, however, still important that their stories still contain all necessary elements. Instruct students to refer to the Story Development Worksheet while they are composing their stories.
4. Pass out copies of the Revision Checklist (Appendix E{2}). Instruct students to use this checklist when they feel that they are finished with the composition of their stories. Tell students that the checklist will insure that all necessary elements are contained within their stories. Tell students that upon completion of writing their stories and filling-out the Revision Checklist that they will be paired with another student. At that time students will trade stories and edit them. Each student will also fill-out a Peer Revision Checklist and Evaluation form for the story that he/she edited. After students have had an opportunity to conference with their "editors" they will begin the composition of their final drafts. The Revision Checklist (Appendix E{2}) and the Peer Revision Checklist and Evaluation (Appendix E{3}) will be stapled to the final copy of the story for your reference.

E. *Assessment/Evaluation*

1. Assign the final composition of the stories. Allow class time for this, as students will be asked to evaluate their own writing as well as the writing of others.
2. Assess the final draft of the story using the assessment tool contained in Appendix F.

VI. CULMINATING ACTIVITY

- A. The writing of the final draft will be the culminating activity of this unit. You could also allow students to share their stories with their classmates or, compile the stories in a class book, or have students to illustrate a scene from their stories on poster board and present them to the class.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A(1): Point of View Examples
- B. Appendix A(2): Point of View Worksheet
- C. Appendix A(3): Point of View Worksheet Answer Key
- D. Appendix B: Character Development Worksheet
- E. Appendix C(1): Where Am I?
- F. Appendix C(2): Setting Development Model
- G. Appendix D(1): Elements of Plot
- H. Appendix D(2): Plot Development Worksheet
- I. Appendix D(3): Plot Model
- J. Appendix E(1): Story Development Worksheet
- K. Appendix E(2): Revision Checklist
- L. Appendix E(3): Peer Revision Checklist and Evaluation
- M. Appendix F: Final Draft Assessment Tool
- N. Appendix G: Core Knowledge Links

VIII. BIBLIOGRAPHY

- A. *Collections for Young Scholars Teacher Tool Cards*. Chicago and Peru, IL: Open Court Publishing Company, 1995. 0-8126-5453-6
- B. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-20-8
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- E. Kemper, D., Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1 (soft cover).
- F. *Writer's Solution*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996. 0-13-828773-2

POINT OF VIEW EXAMPLES – APPENDIX A(1)

First-Person Point of View: A first-person point of view means that one of the characters is telling the story. First-person pronouns such as I, me, and my are used in narration.

***Advantage:** The thoughts and feelings of the character telling the story can clearly be seen.

***Disadvantage:** Since the story is told through one person’s eyes, it is difficult to know the feelings and emotions of other characters, unless they are stated in dialogue.

Example One: My head started to swim as I thought of the possibility that my friend might be the thief. “Why would you do it?” I asked, my voice cracking.

Example Two: As I was walking down the street, I stopped dead in my tracks. There in front of me was a twenty-dollar bill lying on the ground. I looked around to see if I could spot the person who had dropped the bill. No one was around. I bent and picked-up the bill. “What should I do?” I said aloud.

Third-Person Point of View: Story is told by an outside observer or character who is not involved in the story. Third-person pronouns such as him, he, she, and her are used in narration. First-person pronouns are only used in direct quotations.

***Advantage –** The writer can include different viewpoints and often seems to know everything about the characters, setting, and plot.

***Disadvantage –** Your narrator cannot be one of the characters.

Example One: The doctor’s head started to swim as he thought of the possibility that his friend might be the thief. “Why would you do it?” he asked, his voice cracking.

Example Two: As Jim was walking down the street, he stopped dead in his tracks. There in front of him was a twenty-dollar bill lying on the ground. Jim looked around to see if he could spot the person who had dropped the bill. No one was around. He bent and picked-up the bill. “What should I do,” he said aloud.

POINT OF VIEW WORKSHEET – APPENDIX A(2)

Name: _____

Directions: If the narration is written in first-person voice, change it to third-person voice on the lines below the narration. If the narration is written in third-person voice, change it to first-person voice on the lines below the narration.

1. As I reached the top of the hill, I gasped for air. I looked behind me to see if the man was still chasing me. I looked around to see if there was anywhere that I could hide. I spotted a small bush within a cluster of trees. I sprinted for the bush.

2. “How long has it been since we’ve seen each other?” Holly said to the man in the dark blue suit as she brushed a hair away from her face. It was obvious that Holly was startled to see the man, as her face turned red and sweat formed on her brow.

3. Mary had always dreamed of being an astronaut. She remembered watching movies about travelers who went to faraway galaxies in search of life. As Mary gazed at the stars in the dark sky above she whispered, “Someday.”

4. “I’m going to be president someday.” I always started off my day by staring hard at my reflection and reciting those words. Somehow it made me feel as if my life would end up making a difference to someone.

POINT OF VIEW WORKSHEET ANSWER KEY – APPENDIX A(3)

Name: Answer Key

Directions: If the narration is written in first-person voice, change it to third-person voice on the lines below the narration. If the narration is written in third-person voice, change it to first-person voice on the lines below the narration.

1. As I reached the top of the hill, I gasped for air. I looked behind me to see if the man was still chasing me. I looked frantically around to see if there was anywhere that I could hide. I spotted a small bush within a cluster of trees. I sprinted for the bush.

**As Kyle reached the top of the hill, she gasped for air. He looked behind him to see if the man was still chasing him. Kyle frantically looked around to see if there was anywhere that he could hide. He spotted a small bush within a cluster of trees. He sprinted for the bush.

2. “How long has it been since we’ve seen each other?” Holly said to the man in the dark blue suit as she brushed a hair away from her face. It was obvious that Holly was startled to see the man, as her face turned red and sweat formed on her brow.

**”How long has it been since we’ve seen each other?” I said to the man in the blue suit as I brushed a hair away from my face. It was obvious that I was startled to see the man, as my face turned red and sweat formed on my brow.

3. Mary had always dreamed of being an astronaut. She remembered watching movies about travelers who went to faraway galaxies in search of life. As Mary gazed at the stars in the dark sky above she whispered, “Someday.”

**I had always dreamed of being an astronaut. I remembered watching movies about travelers who went to faraway galaxies in search of life. As I gazed at the stars in the dark sky above I whispered, “Someday.”

4. “I’m going to be president someday.” I always started off my day by staring hard at my reflection and reciting those words. Somehow it made me feel as if my life would end up making a difference to someone.

**”I’m going to be president someday.” Josh always started off his day by staring hard at his reflection and reciting those words. Somehow it made him feel as if his life would end up making a difference to someone.

CHARACTER DEVELOPMENT WORKSHEET – APPENDIX B

Name: _____

Main Character's Name: _____

Physical Characteristics: _____
(eye color, hair color, _____
weight, height, _____
clothes, etc.)

Distinguishing Characteristics: _____
(likes, dislikes, actions, _____
goals, special traits/
abilities)

How this character relates to other people: _____
(gets along well, feels _____
isolated, is a bully)

Supporting Character's Name: _____

Physical Characteristics: _____
(eye color, hair color, _____
weight, height, _____
clothes, etc.)

Distinguishing Characteristics: _____
(likes, dislikes, actions, _____
goals, special traits/
abilities)

How this character relates to other people: _____
(gets along well, feels _____
isolated, is a bully)

****If your story requires that you develop more than one supporting character, write the necessary information about additional characters on the back of this paper.****

WHERE AM I? – APPENDIX C(1)

Name: _____

Where will your story take place? _____
(in a gym, park, car, auditorium, etc.)

When will your story take place? _____
(future, past, present – be specific)

List **details** about your setting:

***Physical** description (how it looks): _____

***Feel** of location (texture or emotion provoked): _____

***Sounds** heard at location: _____

***Smell** of location (be specific): _____

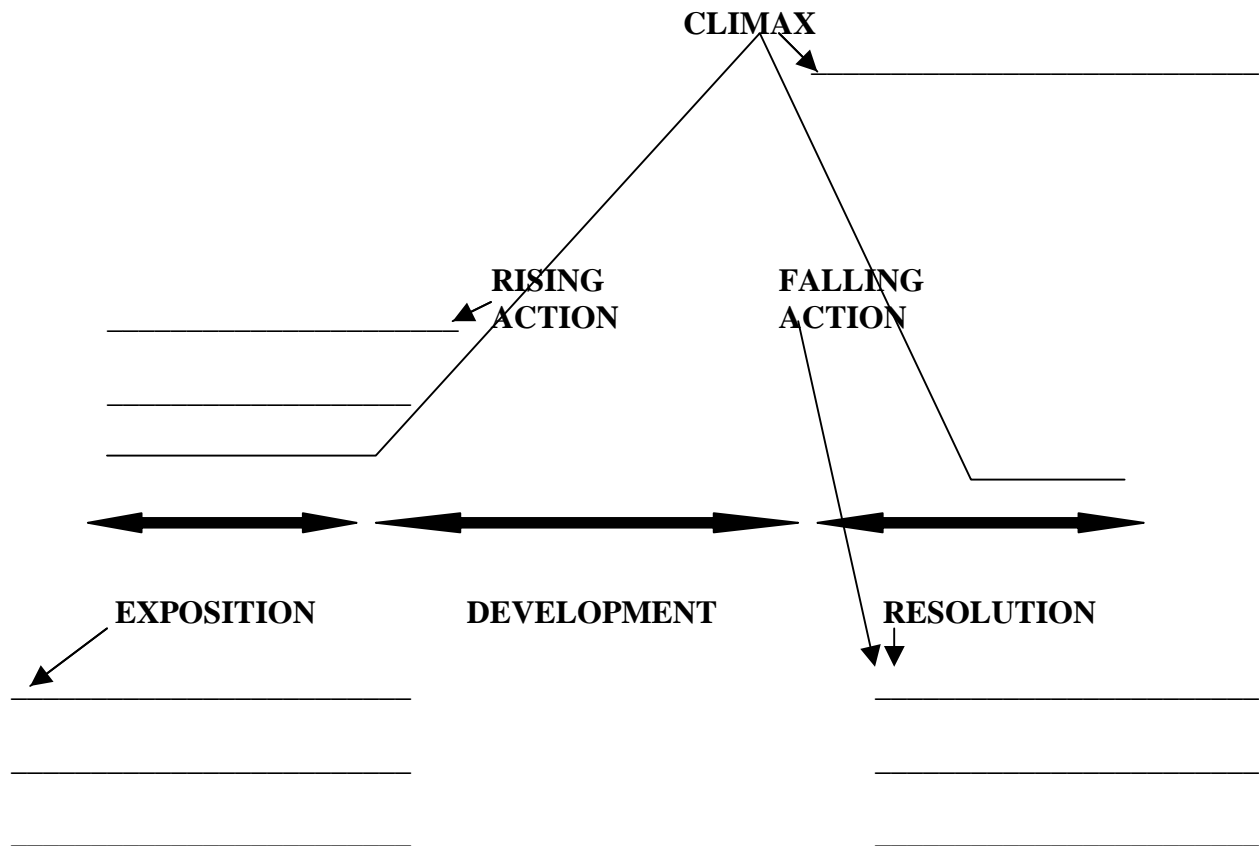
Additional details that will help a reader to visualize this location: _____

****If your story involves more than one setting, ask your teacher for an additional copy of this worksheet. One worksheet must be filled out for each setting.****

SETTING DEVELOPMENT MODEL – APPENDIX C(2)

As I walked into the old factory I felt goosebumps rise on my arms, and I surveyed the area around me. Although the exterior of the factory seemed new, the interior seemed as if it had been here since about 1900, more than one hundred years ago. The room was dark, and the air was laden with moisture. I could feel the humidity pressing hard against my lungs making them work for air. The acidic smell of rusty metal filled my nostrils as I struggled for each breath. I heard the distinct “splink” of water droplets falling from the high ceiling and hitting a small pool of water at my feet. My eyes strained against the darkness to see the floor below. It felt as if I was standing in a bowl of Jell-O, and I could see why. The concrete floor had a layer of greenish-brown slime covering it, probably caused by years of mildew build-up. I reached forward as I struggled to see the dimly lit area in front of me. I stopped fast as my hand brushed a cold metal bar. I knew that I had reached the bottom of the stairwell.

ELEMENTS OF PLOT – APPENDIX D(1)



PLOT DEVELOPMENT WORKSHEET – APPENDIX D(2)

NAME: _____

Exposition of story (introduction of primary characters and the description of the setting):

Primary Characters: _____

Setting: _____

Rising Action (explain the problem that your character/s will face): _____

Climax (what will be the “ah-ha” moment of your story?): _____

Falling Action and Resolution (what questions will you answer when you conclude your story?)

1. _____

2. _____

3. _____

Additional details that you wish to include in your story: _____

PLOT MODEL – APPENDIX D(3)

This summary gives the beginning, middle, and end events in the plot of Jan Yolen’s story “Greyling.”

EXPOSITION

A fisherman and his wife have no child. He finds a *selchie* – human on land, a seal in the water.

If the boy ever goes in the water, he will become a seal again and the couple will lose the child they love.

They decide never to let it return to the water.

DEVELOPMENT

The boy grows up. On Greyling’s fifteenth birthday, The fisherman is thrown from his boat in a storm.

Greyling dives into the water to save the fisherman.

Greyling turns back into a seal.

RESOLUTION

The fisherman is saved, but the boy is gone.

The fisherman and his wife decide that it’s best for Greyling to live as he was meant to live.

Once a year, Greyling returns to visit them.

Taken from *Writer’s Solution*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996.

STORY DEVELOPMENT WORKSHEET – APPENDIX E(1)

Name: _____

Story Title: _____

Opening Scene (Introduce main characters, describe the setting, provide any necessary background information about what may have occurred before the story began)

Rising Action (describe the problem/s that the main character/s will face)

Middle Scenes (what events happen because of the problem? These scenes should build to the turning point of the story. Be sure to describe any additional settings or characters that you introduce).

STORY DEVELOPMENT WORKSHEET – APPENDIX E(1) CONTINUED

Climax (Highest point of action, turning point of story. Describe the setting, emotions of the character/s, solution to the problem.)

Resolution (Answer any questions, solve all problems. Bring the story to a conclusion.)

*****Use this outline to help you construct your story. Feel free to change items on this outline if you feel that your story is taking on a different shape. If you do, however, change parts of your story, be sure to refer to the outline to insure that you included all necessary elements. Include as much detail as necessary, use dialogue to help your characters communicate, and complete the Revision Checklist. When you have completed the Revision Checklist, talk to your teacher. You will need to complete a Peer Revision Checklist and Evaluation with a partner before you begin your final draft.****

REVISION CHECKLIST – APPENDIX E(2)

Name: _____

Title of Story: _____

- | Yes | No | |
|-------|-------|---|
| _____ | _____ | The title fits my story. |
| _____ | _____ | Background information is contained in the beginning of my story. |
| _____ | _____ | I described the appearance and personality of each of my characters. My character/s are well developed and believable. |
| _____ | _____ | Each setting included in my story is clearly described. I described how each setting looked, felt, smelled, sounded, and tasted (when necessary). |
| _____ | _____ | Rising action is contained in my story and details help build to the climax of my story. |
| _____ | _____ | The main conflict in my story is presented clearly. And the conflict is solved by my character/s. |
| _____ | _____ | The solution to the main conflict is explained in detail, and all necessary questions are answered. |
| _____ | _____ | My conclusion ties my story together. |
| _____ | _____ | I used descriptive adjectives throughout my story. |
| _____ | _____ | The language and details of my story help to paint a mental picture for my story's readers. |
| _____ | _____ | The point of view is consistent throughout my story. |
| _____ | _____ | My subjects and verbs agree, and my pronouns have clear antecedents. |
| _____ | _____ | I created new paragraphs when I introduced new ideas. |
| _____ | _____ | I used commas, periods, and other punctuation marks correctly. |
| _____ | _____ | I used correct spelling throughout my story. |
| _____ | _____ | I am proud of my story. It reflects by best effort. |

If you answered “no” to any of the above checklist items, you need to revise your essay. Do not complete your final draft until you are able to answer “yes” to all checklist items.

PEER REVISION CHECKLIST AND EVALUATION – APPENDIX E(3)

Editor’s Name: _____

Author’s Name: _____

Title of Story: _____

Before you fill-out this checklist, read-through your partner’s story from beginning to end. Edit the story for spelling and grammatical errors. Place editing marks where necessary. Upon completion of editing the story, fill-out this checklist. If you check “no” for any statement, provide a comment that is constructive and will help the author solve the problem. If you check “yes” for a statement, feel free to praise the author in the “Comment” area. Remember that people like to know when they do well at a task. Be constructive with your comments, and generous with your praise. You will conference with the author upon completion of this checklist.

Yes	No	
_____	_____	The title fits the story.
		Comment _____
_____	_____	Background information is contained in the beginning of the story.
		Comment _____
_____	_____	The appearance and personality of each character is described. Character/s are well developed and believable.
		Comment _____
_____	_____	Each setting included in the story is clearly described. The author described how each setting looked, felt, smelled, sounded, and tasted (when necessary).
		Comment _____
_____	_____	Rising action is contained in the story and details help build to the climax of the story.
		Comment _____
_____	_____	The main conflict in the story is presented clearly. And the conflict is solved by the author’s character/s.
		Comment _____

FINAL DRAFT ASSESSMENT – APPENDIX F

Name: _____

Story Title: _____

Content of Story:

1. Characters are clearly described	1	2	3	4	5	6	7	8	9	10
2. Settings are described in detail	1	2	3	4	5	6	7	8	9	10
3. A main conflict is developed and solved	1	2	3	4	5	6	7	8	9	10
4. Story contains an effective conclusion	1	2	3	4	5	6	7	8	9	10
5. All elements of plot are contained in story	1	2	3	4	5	6	7	8	9	10

Content: _____

Mechanics:

1. End marks and capital letters used correctly	1	2	3	4	5	6	7	8	9	10
2. Other punctuation marks used correctly	1	2	3	4	5	6	7	8	9	10
3. Writing utilizes complete sentences	1	2	3	4	5	6	7	8	9	10
4. Variety of sentences are utilized in paragraph development	1	2	3	4	5	6	7	8	9	10
5. Spelling is correct throughout piece	1	2	3	4	5	6	7	8	9	10

Mechanics: _____

Paper Total: _____/100

Teacher Comments: _____

CORE KNOWLEDGE LINKS – APPENDIX G

First and Third Person Reading Analysis Recommendations

1. Read “The Quarrel between Agamemnon and Achilles” (*What Your 5th Grader Needs to Know*, pg. 31-34). This is an example of third person voice in writing.
2. Read “The Fall of the Bastille” (*What Your 5th Grader Needs to Know*, pg. 158). This is an example of third person voice in writing.
3. Read “Apollo and Daphne” (*What Your 6th Grader Needs to Know*, pg. 52-53). This is an example of third person voice in writing.
4. Read a portion from an autobiographical story about one of the historical figures mentioned in the Core Knowledge Sequence to provide an example of first person voice in writing.

Literature Writing Prompts

1. Imagine that you are Tom Canty. Write a story where you insist that you are the rightful king of Whales and refuse to give the crown to Edward. Tell about the dilemmas that you face trying to convince people that you are Edward, not Tom Canty.
2. Imagine that you are a friend of Julius Caesar, and find out about the plot to assassinate him before it occurs. Rewrite the historical ending to Shakespeare’s *Julius Caesar* to allow you to save Julius Caesar from his death. Include necessary historical background information in your story.
3. Imagine that you are telling the story of Odysseus in *The Odyssey*. Add one additional story to this tale in which Odysseus encounters another mythical monster and escapes. Describe the monster and include all elements of plot in your story.

History Writing Prompts

1. Imagine that you are Napoleon Bonaparte leading your troops at the Battle of Waterloo. Tell the story of the day of your defeat. Include as many historical aspects in your story as possible. Remember to include all elements of plot in your story.
2. Imagine that you are a Christian child living at the height of the Roman Empire. Tell a story about a day in your life. Describe the persecution that you and your family face at the hands of the Romans. Include as many historical aspects in your story as possible. Remember to include all elements of plot in your story.
3. Imagine that you are a child working in the coal mines during the time of the Industrial Revolution. Tell a story about a day in your life. Include as many historical aspects in your story as possible. Remember to include all elements of plot in your story.

CORE KNOWLEDGE LINKS – APPENDIX G (CONTINUED)

4. Imagine that you are a Catholic immigrant passing through Ellis Island. Tell the story of the day of your arrival. Include as many historical aspects about Ellis Island in your story as possible. Remember to include all elements of plot in your story.

Science Writing Prompts

1. Imagine that you are an infection within the human body. Tell the story of how you entered the body, the ways that the body's immune system fought you, and the action that led to your final destruction. Include as many scientific terms as possible as you write your story. Remember to include all elements of plot in your story.
2. Imagine that you are water. Tell the story of how you change through the different states of matter (solid, liquid, and gas). Make your story as creative as possible. Remember to include all elements of plot in your story.
3. Imagine that you are a star. Tell the story of your death. Include as many scientific terms as possible as you write your story. Remember to include all elements of plot in your story.