

Fictional Narrative

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| Essential Understandings | <ul style="list-style-type: none">▪ Fictional narratives include characters, setting, problem, series of events and endings.▪ Fiction is a short story about an event in the life of the main character.▪ Fiction may be realism or fantasy. |
| Essential Questions | <ul style="list-style-type: none">▪ What are the characteristics of fictional writing?▪ What is the structure of a fictional narrative?▪ How does a writer show with words?▪ How do writers use dialogue effectively? |
| Essential Knowledge | <ul style="list-style-type: none">▪ Fictional writing includes characters, setting, problem, and problem resolution.▪ The structure of fictional narratives includes leads, introduction of characters, setting, problem, series of events, and endings.▪ Writers understand the balance between use of dialogue and narrative text. |
| Vocabulary | <ul style="list-style-type: none">▪ <u>Terms</u>:<ul style="list-style-type: none">○ character, setting, problem, problem resolution, fiction, conflict, adjectives, verbs, nouns, proper nouns, dialogue, lead, conflict, realism, fantasy, historical fiction, tall tales, fables, fairy tales. |
| Essential Skills | <ul style="list-style-type: none">▪ Develop a cohesive story with interesting characters and an engaging plot.▪ Show rather than tell characters' feelings and details of setting.▪ Use dialogue effectively.▪ Write a captivating lead to engage the reader.▪ Write a believable and satisfying ending to the story.▪ Write various types of fiction by studying mentor texts.▪ Demonstrate grade level expectations for grammar and usage, mechanics, legibility, and text layout. |

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| <p>Related Maine Learning Results</p> | <p><u>English Language Arts</u> B. Writing B1. Interconnected Elements Students use the writing process with an emphasis on the development of a central idea, for a variety of audiences, and purposes. h. Create legible final drafts. B2. Narrative Students write narratives that relate events, ideas, observations, or recollections. a. Provide enough details and description in an organized manner so the reader can imagine the event or experience. b. Develop major events, settings, and characters and deal with problems and solutions in a story. c. Provide insight into why the selected event or experience is memorable. d. Include sensory details. D. Language D1. Grammar and Usage Students use parts of speech and vary sentence structure to communicate. a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. b. Use simple, compound, and complex sentences. D2. Mechanics Students apply the rules of capitalization, punctuation, and spelling to communicate. a. Use end marks correctly. b. Capitalize correctly. c. Spell high-frequency grade-level words.</p> |
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| <p style="text-align: center;">Sample Lessons And Activities</p> | <ul style="list-style-type: none"> ▪ <u>Reading with a Writer’s Eye</u> In this lesson, students will study mentor texts in partnerships and identify the qualities of strong narrative writing that these stories demonstrate. ▪ <u>Effective Leads</u> This lesson will show how the lead of the story captures the reader’s attention. The lead (beginning or introduction) establishes the direction your writing will take. A good lead grabs the reader’s attention and refuses to let go. Below are some ideas on how to write an interesting lead. Not every type of lead will work for every writer or for every piece of writing. Question: Open with an interesting question that relates to the main idea. Example: Have you ever wondered how you would survive if you found yourself alone in the wilderness? How would you defend yourself against predators? What would you eat? Where would you find water? Riddle: Open with a riddle that the reader can solve by reading further. Example: What textbook has no pages, is miles wide, and smells like a creek? It’s been around for millions of years. That’s right--Outdoor School. Announcement: Open with an announcement about what is to come. Example: The trait of voice is very important in writing. However, it is difficult to teach and even more difficult to learn. It is similar to athletic ability because it is more like a talent than a skill. |
| <p style="text-align: center;">Sample Classroom Assessment Methods</p> | <ul style="list-style-type: none"> ▪ Writing Workshop Checklist ▪ Writing Sample |

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| <p>Sample Resources</p> | <ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Units of Study for Teaching Writing: K-2</u> – Lucy Calkins○ <u>The Continuum of Literacy Learning</u> – Gay Su Pinnell and Irene Fountas○ <u>A Quick Guide to Reaching Struggling Writers</u> - M Colleen Cruz○ <u>A Quick Guide to Making your Teaching Stick</u> - Shanna Schwartz○ <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> – Calkins○ <u>Seeing the Possibilities</u> - Calkins○ <u>Study Driven</u> - Calkins○ <u>Strategies that Work</u> – Stephanie Harvey |
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