



Lesson Title	Objective	Video Lesson
	Narrative Writing	
Narrative Writing Lesson #1: What can I do in narrative writing already? (Pre-Assessment)	We will be showing off what we can already do in narrative writing. <i>Your Turn: Get a writer's notebook to use for this unit. Write the best moment of something that happened in your life that you can write? Make this be the best story of one time in your life. You might just focus on a scene or two. You'll have 45 minutes to write this story, so you will need to plan, draft, revise and edit in that one block of time. Write in a way that shows off all you know!</i> <i>Be sure to:</i> 1. Write a beginning for your story 2. Elaborate to help readers picture your story 3. Write an ending for your story. <i>When done, look at the rubric and your writing with a Parent to come up with goals! Print the rubric to use for this unit.</i>	Links mentioned in this video: Rubrics Topic for Pre Assessment
Narrative Writing Lesson #2: Imagining Stories from Ordinary Moments	We will learn how fiction writers get ideas for their stories from small moments in their lives. We will practice doing this together as well. <i>Your Turn: Take the moment you thought of what happened to you and begin writing about the story in your writer's notebook. As you write, think of any story ideas. Once you think of a few, draw a line under your writing and list them. Once you choose an idea you like, then begin writing your "planning" writing. Remember this writing shouldn't be a perfect story but more of your thinking on paper. When you finish your writing idea, show your parent and then look at your grade level rubric.</i>	Links mentioned in this video: Notes on How to Write a Fictional Story Rubrics Student Sample Story Idea #1 Student Sample Story Idea #2

Narrative Writing Lesson #3: Imagining Stories we Wish Existed in the World	We will learn that writers get ideas for stories by imagining books that they wish existed and by thinking about issues in their own lives. <i>Your Turn: Use your writer's notebook and think through what books do you wish existed in the world that connects to you or has something that is important to you. If you can't think of something, continue developing the idea of the student who wanted a book about someone who isn't good at sports. Practice writing with the planning voice what this story would be like. When finished share with me or your Parent/Guardian. If you would like, keep trying this with more story ideas. It becomes like a scavenger hunt trying to find stories in your world!</i>	 Links Mentioned in this Video How to Find Ideas for Stories Notes
Narrative Writing Lesson #4: Developing Believable Characters	We will learn that all fiction writers choose one story idea and then begin to develop characters by creating internal and external traits. <i>Your Turn: Think through your 1 seed idea you chose. If you never chose one, you do need to end today choosing an idea. Once you have your idea, get to know your character and create the Character Inside and Outside Chart like we made together. (In the links section, I have examples of the chart.) After you complete this for your main character, remember there will be secondary characters too. Choose 1-2 secondary characters and create a chart for them.</i> <u><i>Parents: Look out for character lists that need elaborating. Did they say they are nice? Have the students expand. What does nice mean? If the student is stuck, talk about a character in a book they are reading.</i></u>	 Links mentioned in this video: Notes on How to Write a Fictional Story Notes on How to Develop Characters Sample Student Character Lists and Development Process
Narrative Writing Lesson #5: Giving Characters Struggle and Motivation	We will learn that writers can develop characters by telling about the characters' motivations and struggles. Writers then create scenes that show these things. <i>Your Turn: Go ahead and begin creating scenes that show your character and what they want as well as what keeps them from it.</i> <i>Parents: Help guide them into creating scenes that show what the character's desires are and what keeps them from it. If they have done well, congratulate them and point out what specifically they did well. For example, "I love when you had Timmy turn on the night light to show he is afraid of the dark. Then when his friends were over, he hid the nightlight because he really wanted to be liked. This is so good at showing his wants and struggles."</i>	 Links mentioned in this video: Notes on How to Develop Characters Notes on Developing Characters Ideas Sample Student #1 Scene Draft Sample Student #1 Second Scene Draft Sample Student #2 Scene Draft

Narrative Writing Lesson #6: Plotting Story Arc	We will learn that writers sketch out possible plotlines for stories. <i>Your Turn: You know your character and story idea. Now try making an arc. Remember to try at least 2-3 arcs until you think you have the right one. When you are finished, read through your story arc and ask yourself "Which one is the strongest?" Will this make the best story? If you are struggling, ask me or your Parent/Guardian.</i> <i>Parents: If your student is stuck, try looking at a book that they like and try plotting what the story arc is together to help them practice what this looks like.</i>	 <i>Links mentioned in this video:</i> Notes on How to Write a Fictional Story Student #1 Sample Story Arc Student #2 Sample Story Arc
Narrative Writing Lesson #7: Show Don't Tell	We will learn that writing scenes is where you put the character into action or have them say something, then you unfold the moment step by step. <i>Your turn: Take your story arc and put each part at the start of a new page so you know which scenes you need to write. Choose a lead to start with and begin writing today. Include characters talking, sounds, images, maybe even smells to paint the picture. I should be able to visualize it like a movie on a screen. Connect your scenes to each other. When done, try acting out your scene to your parents to find any gaps in the picture you painted.</i> <i>Parents: Be sure that you are checking in. If you see them just summarizing, practice talking it out loud and ask them what is around me in this scene? What does it smell like? Help them to see what they need to paint the full picture. If you get stuck, grab a favorite book and check out how the author "painted" the scenes.</i>	 <i>Links mentioned in this video:</i> Notes on How to Write a Fictional Story Student #1 Draft of Scene Student #1 Draft 2 of Scene with Details
Narrative Writing Lesson #8: Heart of Story	We will learn that fiction writers create their best drafts when they experience the world through their character's eyes, letting a story unfold like it is their own. <i>Your Turn: Go ahead and read what you have created so far from our last time. Step into your characters shoes and get flowing! When you are finished writing, Have someone read your work, like we practiced doing before. Use the rubric to evaluate what you have done so far. We are just grading to see what we may need to work towards and what we have done successfully.</i>	 <i>Links mentioned in this video:</i> Rubrics

**Narrative Writing Lesson #9:
Let's Study a Mentor Text**

We will learn that there are many strategies for writing. We will look at published work to learn these techniques.

Your Turn: Decide what you need to do next. Look at some texts that you really like and find techniques that you think you can add to the lead of your writing! You may think you need to add changes that are similar to the ones I added where I established my setting. You may find a new strategy from one of your favorite authors. Have fun today exploring and learning from some of the best! We are not writing any new scenes, we are working on perfecting our lead!

Parents: Be sure that you have some books on hand you could help your student look at to find good skills. These can be picture books or chapter books. If they are stuck with writing, have them talk out making these strategy changes to their writing.



Links mentioned in this video:
[Notes on How to Write a Fictional Story](#)
[Student #1 Sample of Leads](#)
[Student #2 Sample of Leads](#)

**Narrative Writing Lesson #10:
Orienting our Readers to our Setting**

We will learn that writers “stay in the scene” making sure that the action and dialogue make sense in that scene.

Your turn: Look at your story and see where there are places that they are “in the dark”. Make sure the characters feel real. Find the places the reader is in the dark and help add more. Remember this may add new parts of your story and this is exciting. When you are done, read it out loud to someone and have them visualize the movie of your story.

Parents: Your student may struggle with finding these places. Read with them and ask questions about the character to help guide them into what they could add! If they are stuck finding a setting, try turning on a television show and have them write down what they notice about the scenery.



Links mentioned in this video:
[Student #1 Tries to Show Not Tell Sample](#)

**Narrative Writing Lesson #11:
Powerful Endings**

We will learn that fiction writers do their best to write an ending that serves the purpose of their story.

Your turn: Write 2-3 endings today at least and decide which you like the best! Remember to share your ending ideas with someone so that you can get feedback. You can also look at the sample writing pieces in our writing tools sight to see how a student at your grade level ended their piece.

Come to our next session with a full completed first draft!



Links mentioned in this video:
[What to Consider When Making an Ending Notes](#)

Narrative Writing Lesson #12: Revisions	We will learn that when writers revise they don't just reread. They reread with a lense that can be a rubric or a certain audience. <i>Your Turn: Reread using different lenses. You might put on the lens of "did I show what lesson this story is about?" "Can I make my character seem more real?" Try any other lens you would like. The goal is the lenses lead you to making changes to make your writing better. I suggest when you are doing this, read out loud. You may find some things that sound funny!</i>	 <i>Links mentioned in this video:</i> Rubrics
Narrative Writing Lesson #13: Making a Space for Writing	We will learn that writers create a unique workspace in their writer's notebook and in their homes. <i>Your Turn: Go ahead and find a writing space, things or quotes that inspire you like photos, a special pen, a decorated notebook. Whatever it takes to put you in the writing zone and feeling inspired! Have a parent share photos of your inspiring place!</i>	 <i>Links mentioned in this video:</i> Rubrics
Narrative Writing Lesson #14: Use Mentor Texts to Improve our Characters	We will learn that writers study mentor authors to notice what good writers do like using actions and revelaning details to show more about characters instead of telling. <i>Your Turn: Find an author you love reading any book and see what parts jump out at you, then ask yourself, why do I like those sections? Then find ways you can give it a try to add that into yours! When you finish, I think about some book titles and why the author named it that. From there come up with an idea for your story as well that can be the title!</i>	 <i>Links mentioned in this video:</i> How to use Mentor Text Notes
Narrative Writing Lesson #15: Editing with Various Lenses	We will learn that fictional writers edit by rereading and by editing as they go. <i>Your Turn:</i> <i>Grab the editing bookmark. Work your way through, reading out loud each time. By the end, you should feel as though your writing is the very best it can be! If you are feeling stuck, grab a writing sample and practice using the bookmark on that sample first. Then give it a try on your own! Be sure to use a different writing color or tool then what you used to write with.</i> <i>After you have finished, have someone else edit as well. If you do not have anyone, send it to me and I can pair you with a student or I can</i>	 <i>Links mentioned in this video:</i> Rubrics

	<i>edit for you.</i> - When you know it is perfect, rewrite on a new sheet of paper or type your final draft! - Have a parent grade you using your rubric found on our writing tools page. You are a published author after this. <u>You will want your finished piece before the next video.</u>	Editing Bookmark
Narrative Writing Lesson #16: Publishing and Celebration!	We will learn that writers finish pieces, share them with others, and celebrate their hard work. <i>Your Turn: Find a way to celebrate and share your work today. You can set up drinks and a special place in the house, invite people over, read on facetime to grandma or grandpa, or whatever you feel would celebrate your writing!</i>	 <i>Lesson 16: Publishing and Celebrating</i> Links mentioned in this video: Student #1 Sample Completed Draft
Narrative Writing Lesson #17: Your turn: Independent Fiction Project	We will learn that we can take what we know about writing and try it on our own. <i>Your Turn: Choose a story idea that you will want to complete independently from your list of ideas or a new idea you thought of. Just write out a little how the story will go. The story will be about..." Don't use the actual words. Once you have it set, start mapping out the characters from the inside and the out and decide the setting that you think you will use.</i> <i>Come to the next video when you have this. We will work on turning this into a draft next time!</i>	 <i>Lesson 17: Your Turn: Independent Writing Project</i> Links mentioned in this video: Notes on How to Write a Fictional Story
Narrative Writing Lesson #18: Planning and Drafting	We will learn that writers apply their skills to multiple writing projects. <i>Your Turn: You are moving at your own pace now and working independently. You may be working on characters today, looking at your past work, setting, or creating drafts. You will need to manage your own time well. You and your parents will come up with a due date of when the first draft should be completed! <u>You should at least have a story arc and start your draft today!</u> When you are done, think of a peer that can review or send it to me.</i>	 <i>Lesson #18: Planning & Drafting</i> Links mentioned in this video: How We study our Own Best Work Notes Student #1 Sample Story Planning Student #1 Taking Arc and Turning into Draft Sample

Narrative Writing Lesson #19: Connecting Reading to Writing

We will learn that writers study the work they do as readers of fiction in order to learn new skills.

Your turn: Choose your book you want to try as a mentor text. If you can't think of one, think back to how we choose a mentor text notes. Look through and find places as you read that make you feel, that have a great sound, look at story arc, or highlight strong parts. If you find anything great add it on to your writing. If you aren't finding anything, keep writing and make sure that you read with this lens of learning as you independently read next time.

Remember to be on track for the due date you and your parents decided!



[Links mentioned in this video:](#)
[How We Choose Mentor Texts Notes](#)
[How we Use Mentor Texts Notes](#)
[How Writers Help Each Other](#)

Narrative Writing Lesson #20: Focusing the Reader

We will learn that writers can learn from visual artists to help make our readers visualize our reading.

Your Turn: Start with your introduction. Maybe you want to spark emotion, try making a zoomed in lens. Maybe you want some action so you want to set a wide scene of a lot going on.

From there, feel free to try this in other places. I want you to take a look at your grade level rubric and see how you think you are doing on everything. Is there anything else to add?



[Links mentioned in this video:](#)
[Example of Changing to Medium Shot](#)
[Example of Changing to a Wide Shot](#)

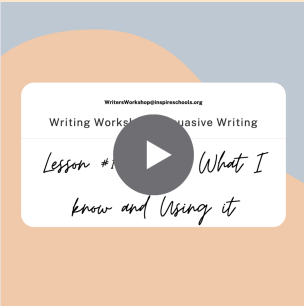
Narrative Writing Lesson #21: Choosing Punctuation with Effect

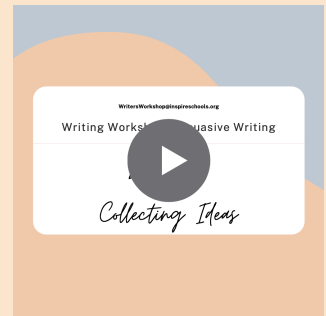
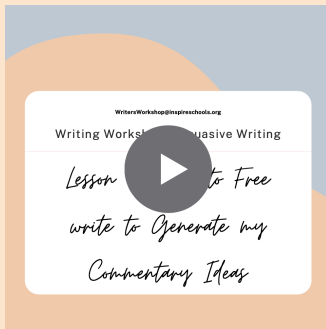
We will learn that writers use punctuation to make sentences easier to understand and to change how readers interact with our writing.

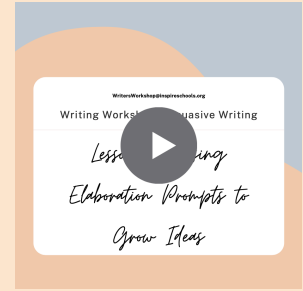
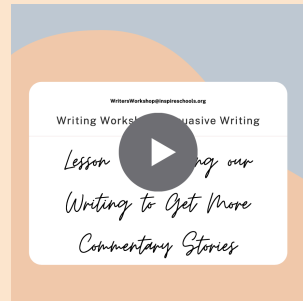
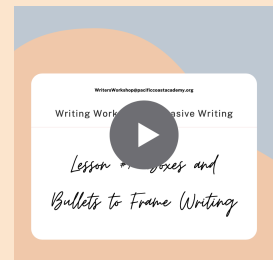
Your Turn: Look at a section of your story or the whole thing if you are done. Find if there are emotional places, places to slow down, or anywhere you think you can use punctuation in order to tell your reader what to do. "Simon Says"

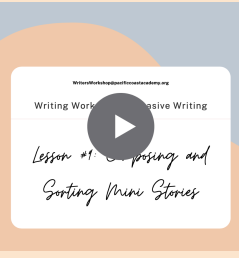
By the end of this session, you should have done some more revising and you should have a completed draft of your story. If you need a few more days before your set due date, then do not move on to the next video. The next video is about evaluating and celebrating! (I want you to feel excited about that, so I would put an exclamation here!)



Narrative Writing Lesson #22: Celebration and Publish	We will learn that writers finish pieces, share, celebrate, and learn from it to help with future writing. <i>Your Turn: Evaluate your writing with a rubric and then have your parents or myself edit your writing. Then find a way to celebrate and share your writing with those you love. It is important to celebrate.</i>	 Links mentioned in this video: Rubrics
Narrative Writing Lesson #23: Taking What I know and Using it	We will learn how to use what we know and do it in a timed writing setting often used for state testing, SAT, ACT, high school and college level courses.	 Links Mentioned in this Video: Steps to a Timed Writing Notes
	Persuasive Writing	
Persuasive Writing Lesson #1: What can I already do in Persuasive writing? (Pre-Assessment)	We will be showing off what we can already do in persuasive writing. <i>Your Turn: Think of a topic or issue that you know and care about, an issue that you have strong feelings about. You will have 45 minutes to write an opinion or persuasive piece in which you will write your opinion and tell your reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find and use information from a book or another outside source, you may do so. Be sure to plan, draft, revise, and edit.</i> Be sure to: 1. Write an introduction 2. State your opinion or claim 3. Give reasons and evidence 4. Organize your writing 5. Acknowledge counterclaims 6. Use transition words 7. Write a Conclusion	 Links Mentioned in this Video: Pre Assessment Prompt Rubrics

	<i>Afterwards, you and your learning coach will take the attached persuasive rubric for your grade level and will work to evaluate how you are doing on writing.</i>	
Persuasive Writing Lesson #2: Essay Structure Boot Camp	We will be learning how to structure our persuasive essays. Your turn: Do a FAST draft in your journal using your graphic organizer. Go ahead and write the whole ice cream essay on your own in only 10 minutes with your own reasons (OR COME UP WITH YOUR OWN TOPIC). Write up a storm doing your best to share what you know, by filling in the pieces we did today. This may sound scary, but remember, just like the pieces of the smore, you know the pieces to put this together. THESIS TOPIC SENTENCES EVIDENCE EVIDENCE CONCLUSION SENTENCE When you are done, go ahead and use your persuasive rubric for your grade level and see where you are in the process.	 <i>Links Mentioned in this Video:</i> Student Sample 1 Student Sample 2 Student Sample 3 Essay Notes Ice Cream Organizer Notes Rubrics
Persuasive Writing Lesson #3: Collecting Ideas	We will be learning how to come up with stories that help to prove our point as evidence Your turn: Begin to write out your reason for the topic that you have chosen. You can use the same outdoors one if you would like. For those three reasons, practice using a person or a place to brainstorm evidence narrative stories to use to prove your point.	 <i>Links Mentioned in this Video:</i> Rubrics
Persuasive Writing Lesson #4: How to Free write to Generate my Commentary Ideas	We will be learning how to free write our stories that help us come up with great commentary stories when proving a personal opinion. Your turn: Take your stories you were working on from the last video. Try elaborating as much as possible, adding pictures, or choosing a new freewrite. Today is kind of fun! Your job is just to free write those reasons and elaborate as much as possible!	

		Links Mentioned in this Video: Rubrics
Persuasive Writing Lesson #5: Using Elaboration Prompts to Grow Ideas	We will be learning how to take our free writing of stories that we use as commentary for our personal opinion and we elaborate more to build up our stories. Your turn: Take the chart linked at the right and use this to elaborate on your free writing from yesterday.	 Links Mentioned in this Video: Rubrics
Persuasive Writing Lesson #6: Mining our Writing to Get More Commentary Stories	We will be learning how to mine old journal entries to use as possible stories in our commentary. We will also leave having drafted a full thesis. Your turn: Take your journal and check for any stories you can use from the past. Make sure you have your thesis written.	 Links Mentioned in this Video: Rubrics
Persuasive Writing Lesson #7: Boxes and Bullets to Frame Writing	We will be learning how to map out our thesis and our topic sentences. Your turn: Take your journal and create your boxes and bullets like the example. Write your three topic sentences and use the graphic organizer to plug in those topic sentences you have organized now. By the end of today: thesis, 3 topic sentences, and attempt conclusions.	 Links Mentioned in this Video: Rubrics

Persuasive Writing Lesson #8: Writing Boot Camp	We will be learning how to organize our materials and tools to plan our writing well. Your turn: Take your journal and create your page per box and bullet. Add in the reasons and begin actually writing out those stories.	 Links Mentioned in this Video: Rubrics
Persuasive Writing Lesson #9: Composing and Sorting Mini Stories	We will be learning how to use a tool when we have writers block Your turn: Try using repetition of the topic sentence to help you get past writer's block.	 Links Mentioned in this Video: Rubrics
	Informational Writing	
Informational Writing Lesson #1: What can I do in informational writing? (Pre- Assessment)	We will be showing off what we can already do in informational writing. <i>Your Turn:</i> Think of a topic that you have studied or you know a lot about. You have 45 minutes to write an informational text that teaches others interesting and important information. You can use information from a book or another source that helps you write. You have 45 minutes to write in a way that shows everything that you know" Be sure to: 1. Write an introduction 2. Elaborate with a variety of information 3. Organize your writing 4. Use transition words 5. Write a Conclusion	