*English Instructional Plan Developing Fluency 6-8*

## Primary Strand: Writing 6.7, 7.7, 8.7

## Integrated Strand/s: Communication and Multimodal Literacies 6.1, 7.1, 8.1

## Essential Understanding:

* understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing
* understand that writing should be purposefully crafted with attention to
  + deliberate word choice
  + precise information and vocabulary
  + sentence variety
  + tone and voice
* understand that vocabulary impacts tone and must be selected with awareness of audience and purpose

## Essential Knowledge, Skills, and Processes:

* use narrative techniques, such as pacing and description, to develop experiences, events, and/or characters
* use transitional words or phrases to connect parts of sentences to show relationships between ideas, signal a shift or change in the writer's thoughts, signal levels of importance, suggest a pattern of organization, and make sentences clearer
* identify audience and purpose for any piece of writing
* elaborate to give detail, add depth, and continue the development of an idea
* incorporate variety into sentences, using appropriate modifier, coordination, or subordination
* revise drafts for improvement using teacher assistance and peer collaboration
* understand that revising to improve a draft includes rereading, reflecting, rethinking, and rewriting to clarify, elaborate, and make more precise.

## Primary SOL: 6.7e – Write narratives to include characters, plot, setting, and point of view 7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository. 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository.

## Reinforced (Related Standard) SOL:

* **6.7a** - Engage in writing as a recursive process.
* **6.7l** - Revise writing for clarity of content including specific vocabulary and information.

## Academic Background/Language:

* The students need to be familiar with plot structure.

## Materials

* None

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

This exercise works well with student writers who have difficulty with fluency.

* Review the structure of a narrative—i.e. initiating event, rising action, climax, and resolution—and emphasize that for a short story to be a story, a conflict must be presented and must be resolved. Explain to students that they will write a short story by beginning with a given starting sentence or sentence fragment and develop a story, adding a conflict. As they write, you will interrupt them from time to time with an announced word, which they must “drop in” or include in their story in the *next* sentence. Of course, each time such a word is dropped in, it is likely to interrupt the story plan, sending it off on a tangent. Therefore, it will be a surprise where the story ends up.
* Give students a starting sentence or sentence fragment, such as, “Yesterday afternoon I was walking to my friend’s house to listen to music, when suddenly…”. Have students use this story starter to develop a story as they add a conflict. Instruct them to include all the elements of a story—initiating event, rising action, climax, and resolution.
* Every few minutes as students are drafting their stories, announce a drop-in word, such as *skunk, flood, candle, ice cream, secret,* or *map.* Remind students that they must include each word in the very next sentence they write.
* Have students share their finished stories with the class. The stories may be nonsensical and comical because the drop-in words caused the plots to go in strange and completely unexpected directions. Tell the students that however ridiculous the stories may be, the drop-in words stimulated their imaginations and therefore helped them write more fluently.
* Have students pick a favorite sentence to use as a basis for another story. You may want to give them a list of beginning sentences from which to choose or let them compose their own.
  + As students write, have them drop in words of their own choosing to assist them in writing fluently. Again, you may want to give students a fairly long list of such words from which to choose or let them make up their own.
    - After students write their first drafts, ask them to check to see whether they have included all of the elements of a story—initiating event, rising action, climax, and resolution.
    - Close the lesson with a 3-2-1 activity. On a post-it note, students write 3 things they learned, 2 things they have a question about, and 1 thing they want the instructor to know.

## Assessment (Diagnostic, Formative, Summative)

* Students should revise and submit a final draft of their stories that includes all the story elements.

## Writing Connections:

* After students write their first drafts, have them switch drafts with a partner to see if they included all of the elements of a story—initiating event, rising action, climax, and resolution.

## Extensions and Connections (for all students)

* The students write their stories as a comic strip. Write the “drop-in” words on the back of index cards. Shuffle them and place them face down on the students’ desks. The students flip a card at random intervals and add that “drop-in” word to the speech balloon in the next panel.

## Strategies for Differentiation

* + Allow students to utilize graphic organizers and plot pyramids to write their stories.
  + Limit the drop-in words to two or three total.
  + Provide English Learners with sentence frames/starters to help them understand the type of content they are being asked to write about.
  + For ELs, the drop-in words should be accompanied by an image. Find drop-in words that are representative of their culture and language backgrounds.