**Writers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .**

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| **Let’s review the skill.** | **Here’s the assignment.** |
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**Writers craft narratives.**

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| **Let’s review the skill.** | **Here’s the assignment.** |
| Narratives are about a character’s problem and how it gets solved.       * [Narratives always have a problem in the middle. *What is the problem your character faces?*](https://www.smekenseducation.com/Plan-Problems-into-Narrative-Pieces.html) * Narratives end with a solution. *How does your character fix, solve, or resolve his problem?* * Narratives begin by introducing the character and the setting.   Remember, lots of character description in a detailed setting with NO PROBLEM is NOT a narrative. It’s just a description. | **UPPER GRADES:** Microfiction is a real genre. It is a narrative story told in 50 words. [Write a story about a real or imaginary experience. You must limit it to 50 words.](https://www.smekenseducation.com/MicroFiction-Helps-Make-Every-W.html)  Before you start writing, plan it first.   * Plan the problem first. * Plan the solution second. * List any important info about the character and setting third.   Write/type your story. Remember, you have ONLY 50 words to establish a character’s problem AND SOLVE IT! |
| **PRIMARY GRADES:**  [Use the handout](https://www.smekenseducation.com/6c95c401e7_sites/www.smekenseducation.com/files/S10._ML_13._3_Box_Organizer_BLM.pdf) or draw 3 boxes on a piece of paper. Write/Draw a story about a real or imaginary experience.   * TOP BOX: Who is the character and what is the setting? * MIDDLE BOX: What is the character’s problem? * BOTTOM BOX: How does the problem get fixed? |

**Writers use descriptive language in sophisticated sentences.**

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| **Let’s review the skill.** | | | **Here’s the assignment.** | | |
| Review sentence types…  OR Review sentence structures…  OR Review parts of speech…  OR Review figurative language…  OR Review strong word choice… | | | Take an interesting photo of someone or something.  Write a caption that includes the following ingredients:   * (skill) * (skill) * Correct capitalization. * Correct punctuation.   Label each of the skills you used intentionally.   * TYPED-- Bold …., Underline…, Italicize…. * HANDWRITTEN-- Circle…, Underline…., Box… * HANDWRITTEN-- Red…, Blue…, Green… | | |
| **3 SENTENCE TYPES**   * Sydney and her Nana played a game together. * Nana jumped when all of the pieces came out! * Did Nana jump every time? | **COMPOUND SENTENCE**  Sydney and her Nana played Perfection, and Nana jumped when the pieces popped out.  **Compound-Complex sentence**  Sydney and her Nana played Perfection, and every time the time ran down, Nana jumped when all of the pieces came out. | **Adjectives and nouns**  Perfection is a red rectangular box with a springy blue bottom and yellow pieces.  **ACTION VERBS**  Nana squealed and threw up her hands when all of the pieces popped off the board!  **Prepositional phrases**  Sydney and her Nana played Perfection in the dining room during their vacation together. | | **Alliteration**  Nana jumped when all of the pretty pieces popped out!  Sydney persistently persuaded her Nana to play Perfection.  **Personification**  Nana jumped every time the game threw the pieces in the air. | **Simile**  Nana jumped when all of the pieces popped out like popcorn!  **Idiom**  Nana jumped out of her skin when all of the pieces popped out! |

**Writers change perspectives.**

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| **Let’s review the skill.** | | **Here’s the assignment.** |
| Point of view is who is telling the story/information.  The same situation can be retold from different individuals.  Share the thoughts, feelings, words, and actions of only that character’s perspective.  [Remember when we did these examples?](https://www.smekenseducation.com/Defining-Differences-Between-Pe.html) | | Take/Choose a new picture.  Write a separate caption for at least three individuals/objects in the image. Consider what they would be thinking, saying, or wanting in this situation. |
| . | The cow is thinking…  The bird is thinking…  The fly is thinking…  The boy is thinking…  The dog is thinking…  The suitcase is thinking… |

**Writers paraphrase experts and cite sources.**

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| **Let’s review the skill.** | | **Here’s the assignment.** |
|  | A paraphrase is someone else’s idea restated in your own words.  [Recall the 4 steps and hand signals:](https://www.smekenseducation.com/Paraphrase-Author-Ideas.html)   1. Read the text. 2. Remove the text. 3. Explain out loud what it said. 4. Write what you said.   TIP: Use synonyms. | Read \_\_\_\_ .  Choose 3 different excerpts/paragraphs from this text to paraphrase.  Execute the 5 steps to paraphrasing—including the citation for each.  After you have written each one, identify which paragraph/excerpt you were attempting to paraphrase.   * Note the paragraph number (P #4). * Note the line number (Lines 14-19). * Include a visual snip/grab/screenshot. |
|  | We added Step 5—the citation!  [A citation tells the reader where you found the information.](https://www.smekenseducation.com/Weave-the-What-Which-Where.html)   * WHICH text/source? * WHERE in that text/source?   *According to…*  *One example comes from…*  *In \_\_\_ it states that…* |