**6 Traits Talk: Organization**

Review the importance of organizing the events in a fantasy to follow a clear and expected narrative structure. Invite students to identify the beginning, middle, and ending of the Text Model. Have them consider from a reader's point of view why a narrative structure is important.

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**Session 1: Text Type and Process Review**

**Reviewing the Text Type**

- Display the Text Model. Explain that students will think about a fantasy from the viewpoint of a writer. With open-ended questions, guide them to list features of fantasy and to share their understandings of each feature (see page 2). Then read the text aloud.

Let’s think about fantasies we have read and what they have in common. We’ll make a list of features of fantasy. What happens in a fantasy that makes it different from realistic fiction? What kinds of settings do fantasies often have? What kinds of characters?

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**Introducing the Writing Process Focus**

- Using the Text Model, review the steps a writer takes in the process of writing.

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Let’s think about the steps the author took to write this story. What did the author do first? Yes, she first decided and planned what to write about. What step did she take next?

- Delve deeper into students’ understanding of the prewriting step of the writing process, including how an author addresses purpose as well as generates ideas.

Once this writer decided to write a fantasy, what would her purpose for writing it probably be? Yes, probably she’d write it to entertain readers and maybe to explain something as well. How might she come up with ideas for her story? Why is it important to generate a variety of ideas?

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**Deconstructing the Prewriting Step**

- Display the Text Model alongside the Deconstruction Organizer (Chart B). Discuss how the writer might have used the prewriting step to generate ideas and then structure the story. Record students’ ideas on the Deconstruction Organizer. Sample responses are shown. You may wish to save the completed organizer to reference in the next session.

Let’s think about what this writer did during prewriting. Look at the features of a fantasy. What events did she decide to include in her story? Why might she have chosen these events for a story about the water cycle? What would happen if she did not plan the structure of her story?

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**Materials**

- Text Model (Chart A)
- Deconstruction Organizer (Chart B)
Session 2  Modeled Writing: Prewriting (Authorial)

Reflecting on Prewriting

- Revisit what occurs during prewriting with students, reminding them of their discussion in the previous session. Explain that today you will model the prewriting step for a fantasy.

  We’ve talked about the things the writer of “Water Cycle Wishes” needed to do during prewriting. Who can briefly review these prewriting tasks? Now I’m going to model how I prewrite for a fantasy. I’m going to plan a story about a missing pet. That idea occurred to me because my own dog was missing once.

Generating and Recording the Teacher’s Thoughts

- Display the Prewriting Organizer (Chart C). Model how a good writer addresses the various tasks of the prewriting step. Ask aloud the types of questions that a writer considers before beginning to write, and record your answers and ideas on the Prewriting Organizer. You may want to use the example shown below or choose your own topic.

  What is my purpose for writing a fantasy? My main purpose is to entertain my readers, but I also want to share some of the feelings an owner of a lost pet has. My characters will have those same feelings. I want my story to have a realistic setting, but fantastic events will occur in it. Let’s see. What will be my setting? How many characters do I want to include, and who will they be? Now I have to think of some plot events. Some will be realistic, but others will be made-up.

- Review the completed Prewriting Organizer. Indicate how you will use your plan to compose a fantasy with a complex plot.

  As a writer, I need to review my plan. Have I identified my purpose and audience? What setting will I create? How can I develop a complex plot? How can I surprise my readers with fantastic elements?

Reflecting on the Modeled Prewriting

- Ask students how prewriting will help them when they write a fantasy independently. Encourage them to consider how prewriting can help them to address the features of a fantasy they listed in the previous session. You may wish to save the completed Prewriting Organizer to reference in the next session.

  When I was prewriting, I considered my purposes for writing, and I thought about both my setting and the fantastic elements I would include in my story. What will you need to consider when prewriting for fantasy? Let’s each turn to a partner to discuss our ideas, and then we’ll share ideas as a group.

Interactive whiteboard users can access sample responses from a PDF on the CD-ROM or by clicking the link on the chart.
Session 3  Shared Writing: Prewriting (Authorial)

Reviewing the Prewriting Step

Display the Prewriting Organizer (Chart C) again. Invite students to share with you in prewriting a fantasy about a topic of their choice.

Let's look again at what a writer needs to consider when prewriting a fantasy. Right—audience and purpose, setting and characters. A writer also needs to consider what will make the story a fantasy—what parts will be fantastic. Now let's prewrite a fantasy together. First, let's decide for whom we will write our fantasy and what our purpose is for writing it. Think for a few moments. Who has some ideas for our purpose and audience? Great ideas! Let's write this fantasy for the students in another classroom. Our purpose will be to entertain them with a great story. What ideas do you have for a story that our audience will enjoy?

Generating and Recording Students' Thoughts

Remind students to consider the features of fantasy as they generate ideas for you to list on the chart. To support students in creating a more complicated storyline than they might accomplish individually, encourage brainstorming for both realistic and fantastic elements.

We have decided to write a story about a boy and his talking dog. Let's review what we know about the features of fantasy. What will happen in our story? Work in small groups to brainstorm some ideas, and then we'll share with the class. Remember, we'll need realistic as well as fantastic events.

Continue recording students' ideas on the Prewriting Organizer, focusing on details of plot structure that will meet their purpose of entertaining an audience. Acknowledge and consider all ideas.

Let's think about the details of our plot now. Can we think of some interesting or surprising twists? Remember, a plot usually has a conflict, or problem to solve. It builds, and then the main character resolves the conflict. What is our main character's conflict? Good, his talking dog gets him in trouble. How can his problems build?

Reflecting on the Prewriting Step

Conclude this shared writing session by asking students to reflect on how prewriting can help when they want to create a fantasy plot in their own work. Review all the steps in the process.

Let's think about the prewriting we did today. What did we do that will help us create an interesting plot with fantastic events? Remember that prewriting is just the first step in the writing process. What are the rest of the steps in the process? How would we take our prewriting plan through them?

At this point it is safe to discard all saved samples/organizers. This is entirely optional, however.

Teaching Focuses

- Discuss and identify the purpose for written text
- Display an understanding of the importance of all steps of the writing process

Materials

Prewriting Organizer (Chart C)

Teacher Tip

Students need a sense of purpose and an audience to help them focus on creating clear, engaging work. Find opportunities for students to write in real-world contexts. At times, you will have to contrive a purpose as students learn new text types.

ELL Support

Help students develop an understanding of the terms fantasy and realistic. Create a list of events that are fantastic and realistic. Present each example and have students give thumbs-up for a fantasy and thumbs-down for a realistic event.

Mondo Pathways to Writing 5 • 4 Fantasy / Water Cycle Wishes—3
Session 1 Shared Writing: Prewriting (Authorial)

Choosing a Topic

Display the Prewriting Organizer (Chart D). Invite students to prewrite a fantasy with you. Encourage brainstorming as you decide on a topic.

Now we’re going to use what we’ve learned about prewriting to write our own fantasy. What could we do first? Okay, let’s decide on a main character. Think of lots of possibilities; I’ll jot them down, and then we’ll choose one. You’ve decided that the main character of our fantasy will be an average 12-year-old kid who is granted superhuman power. Do we want to write a funny story or a serious story? Does everyone agree on that? What else do we need to consider when we prewrite?

Generating and Recording Students’ Thoughts

With open-ended questions, prompt students to bear in mind the purpose, audience, and features of the text type as they generate ideas.

Let’s put our heads together as a group and suggest ideas for our story. Who will be our audience? Great idea—we can write a story for our families. If we want to entertain our readers with a good, funny fantasy, what kinds of events should we include? Which will be realistic, and which will be fantastic? What kind of superhuman power does our main character have? How does he get his power? That’s a great idea—he’s granted power only for a day. That idea will help to build up the conflict.

Use the Prewriting Organizer to record students’ ideas. Guide students to consider plot structure as they select and order events.

Reflecting on the Prewriting Step

Conclude by asking students to think about what they have accomplished during prewriting. Have them evaluate whether they have generated and organized ideas that will enable them to create an interesting fantasy storyline.

Let’s think about our prewriting. What did we accomplish? Yes, first we chose a character for a fantasy, and then we thought of plot events and decided how to arrange them in order. Now we have a strong plan for a funny fantasy with an exciting plot.

Be sure to save students’ work for use in Session 2.
Session 2  Shared Writing: Drafting (Authorial)

Reflecting on the Prewriting Organizer

Display the completed Prewriting Organizer (Chart D) from the previous session. Invite students to review the ideas they generated during prewriting. Encourage them to begin considering how they might develop the plot even more.

Here’s the Prewriting Organizer we completed in our last session. Before we begin to write, let’s look at it again and see what we might add to it. How could we make the plot funnier and more complicated? Great idea! Tyler realizes it’s not as easy being superhuman as he thought, and he can’t wait for the day to end. What would make the story more exciting? Do we all agree about adding that idea to the plot?

Drafting Students’ Work

Display the Prewriting Organizer and the Drafting Organizer (Chart E) side by side so that students can refer to them simultaneously. Remind students that at the drafting stage writers take the ideas they have carefully organized during prewriting and begin to weave them into a story. You may wish to review the Drafting Pointers. As students develop setting details, characters’ actions, and plot events, record their work on the Drafting Organizer.

Let’s begin writing our draft. Remember, at the draft stage, we don’t have to think about using perfect grammar or spelling every word correctly. We want to focus instead on telling an interesting fantasy. How can we open our story to pull our readers into it? That’s a good idea. What details can we add to this scene to make it come alive for our readers? How might we heighten the excitement here?

Reflecting on the Drafting Step

Conclude the session by asking students to think about what they have accomplished during the drafting step. Have them evaluate the decisions they made while writing their fantasy. Discuss how prewriting and drafting are related.

What do you think of the work you’ve done today? I agree. You’ve written an excellent first draft of a very funny fantasy. The story pulls the reader in, and the events lead up to a funny, exciting resolution. How did your prewriting help you create this draft? Yes, you were able to use the ideas you generated and organized during prewriting. You also added to your original ideas and developed them into a more complex plot as you wrote your draft. In our next session, we can focus on making your fantasy even better when we revise it.

Be sure to save students’ draft for use in Session 3. You may wish to transfer the draft onto the blank screen or chart paper before revising.

Teaching Focus

Develop a more complex plot, structure, and/or characterization

Materials

- Completed saved Prewriting Organizer (chart D)
- Drafting Organizer (Chart E)
- Drafting Pointers
- Blank Screen or Chart Paper (optional)

Teacher Tip

Explain that good writers often set aside their prewriting plan for a day or more before looking at it again with a “fresh pair of eyes.” This strategy helps them think of additional details, plot twists, and other rich ideas.

ELL Support

Write sentence starters for some ideas on the Prewriting Organizer and give students an opportunity to complete the sentences. Record the completed sentences on the Drafting Organizer.

Drafting Pointers

General Reminders

- Stop often and review to be sure you’re on topic, using your prewriting as a guide.
- Be sure that the forest and organizational structure of your piece fits the text type.
- Keep your audience and purpose for writing in mind as you draft.
- If you are drafting by hand, write neatly on every other line. Leave wide margins so you have room to rewrite.
- If you are drafting on a computer, double-space your document, create wide margins, and save often.
- When you draft fiction, use concrete wording and sensory detail.
- When you draft nonfiction, use terms specific to your topic.
- Every sentence structure and beginning is as you write.
- Signal a sequence of events with a variety of transitional words and phrases.

Mechanics

- Use adverb and prepositional phrase modifiers correctly.
- Use all available classroom spelling resources, including school and online dictionaries and topic-specific word lists if appropriate.
- Circle words you’re unsure of its correct spelling. Remember if you can spell the beginning of a word, you can find it in a dictionary.
- Choose the correct verb tense for your text type (past, present, future) and keep it consistent.
- Avoid unintentional sentence fragments by making each sentence a complete thought.
- Use correct punctuation, including quotation marks for dialogue and quoted text.
- Capitalize the first letter of every sentence and initial each new paragraph.

Mondo Pathways to Writing 5 • 4 Fantasy / Water Cycle Wishes—5
Session 3 Shared Writing: Revising (Authorial)

Revisiting Students’ Text

- Display students’ saved draft and review it together. Explain that in this session they will have the opportunity to improve their story by revising it.

We wrote a solid first draft of a fantasy, but a first draft always needs revising. When we revise, we improve our writing to make it even more interesting for our readers. One way to improve writing is to use vivid, colorful words. Juicy adjectives help to paint word pictures in a reader's mind. What's a juicy adjective we can substitute for the ordinary word “big” here? Yes, let's say “colossal” instead.

Revising the Text

- Review the Revising Rubric with students. Discuss how good writers “show” their readers what happens instead of “telling” them by using interesting, colorful words. Encourage students to find places where they can revise their draft with such words to help their readers picture and experience their story.

Let's read our fantasy aloud. By hearing our story, we will be better able to spot places where we can revise with more colorful words. As we read, try to picture the characters and action. Try to feel the excitement or humor or tension. That will help you decide where we need to add more colorful and interesting words. We’ll discuss places that you think need revising when we finish reading. Matt thinks the sentence “Tyler was tired of being a hero” could be revised. How could we change this? “Tyler ached to be just your average 12-year-old boy again.” Ached is a great colorful word. It makes me understand how Tyler feels.

Reflecting on the Revising Step

- Underscore the value of revising by discussing with students how revising their fantasy improved it. Remind them to revise whenever they write independently.

How did using the Revising Rubric and revising your fantasy to include interesting, colorful words improve it? Yes, we could picture the events much more easily and share the feelings of characters. Remember that revising often makes the difference between average writers and great writers.

Revising Rubric

<table>
<thead>
<tr>
<th>Fantasy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does my fantasy have a setting, characters, or events that could not actually happen?</td>
</tr>
<tr>
<td>Does my fantasy have an exciting plot with a conflict and complications that build to a high point and then are resolved?</td>
</tr>
<tr>
<td>Does my opening make the reader want to read on?</td>
</tr>
<tr>
<td>Does my fantasy have interesting, colorful details that help readers picture events and experience the story?</td>
</tr>
<tr>
<td>Do I show my story instead of telling it?</td>
</tr>
<tr>
<td>Do my story ideas flow from one paragraph to the next?</td>
</tr>
<tr>
<td>Have I read my writing aloud to make sure it makes sense?</td>
</tr>
</tbody>
</table>

Materials

- Students’ completed draft
- Revising Rubric
- Blank screen or chart paper (optional)

ELL Support

Write adjective and review the meaning of the word with students (a word that tells more about a noun). Write a sentence with a dull adjective, such as The good dog sat. Erase the adjective and substitute more interesting ones (friendly, helpful, obedient). Use gestures to show the meaning of the new adjectives.

Share: A Writer on Writing

“Give weather reports. It helps the reality of a scene if foghorns are blowing or kites are in the sky on a windy afternoon or the day’s so hot wallpaper is peeling off the walls.” —Sid Fleischman, Newbery Award-winning author

Teacher Tip

Be sure to save students’ revised text for use in Session 4. You may wish to copy it over on a blank page before students begin to edit.
Session 4 Shared Writing: Editing (Secretarial)

Reviewing Editing Strategies

- Remind students that editing—the fourth step in the writing process—gives their writing a polished look. Be sure all students have the Editing and Publishing Pointers to aid in this step. Discuss the importance of correct spelling in a finished piece of writing. Write the following sentence and guide students to edit it: Tyler could’nt beleive his eyes when the door openned and there was the stranger.

We’ve done a good job prewriting, drafting, and revising our fantasy. Now we need to edit it in order to polish it up. What do we do when we edit? Yes, we look closely at our work to check for errors in grammar, punctuation, capitalization, and spelling. It’s usually best to read your writing several times, looking for each type of error. Take spelling, for example. Read this sentence I’ve written. How could we edit it? Let’s cross out the misspellings and write the correct spellings above the words. That’s how we would edit on paper.

Editing the Text

- Reinforce that editing is an essential step writers take to prepare their writing for publication. Invite students to look at their shared fantasy to edit it. Review proofreading marks and make sure students know how to use them. Guide them through the various tasks of editing a written draft.

Let’s look at the fantasy we wrote together to make sure we followed all the conventions. We’ll start with spelling. As we read the text, look closely at each word. Does any word pop out as being misspelled? How should it be spelled? What can we do if we’re not sure whether a word is spelled correctly? Right—a dictionary is useful if you can spell the first part of the word. Now that we’ve finished editing for spelling, let’s look at punctuation.

Reflecting on the Editing Step

- Allow students time to consider how editing polished their writing. Remind them that editing will do the same for their writing when they compose independently.

I’m pleased with our final edited draft, and you should be too. The editing we did helped polish our fantasy. What were some of the edits we made? Yes, we had a couple of misspellings and one grammar correction. When you write, it’s always a good idea to use an editing checklist to make sure you’ve considered every point. Also, whenever you write, remember to edit so that you achieve this same type of polished piece to present to your readers.

Mondo Pathways to Writing 5 • 4 Fantasy / Water Cycle Wishes—7
Session 5  Shared Writing: Publishing (Secretarial)

Reviewing Publishing Strategies

- Engage students in a discussion of how they will publish their fantasy. Remind them that there are many different media to use when publishing a piece of writing.

  It’s time now to think how we want to publish our story. How might we use technology to publish it? Yes, we could key board it on the computer and print copies to give to our families. How could we use the Internet to publish it? That’s a great idea. We could publish it as an e-book and post it on our school Web site.

Publishing and Presenting the Work

- Support students as they begin the work of readying their writing to be published. Supply materials and tech support and review publishing pointers as needed.

  We’ve decided to publish our fantasy as an e-book. What do we need to do to prepare it for publishing? Right. Let’s break into groups of keyboarders and cover illustrators. Who can tell me what clip art is? Yes, it’s free art you can paste into a document. Do our computers have a clip art gallery? If not, how can we use the Internet to find free clip art for our book covers? That’s a great idea. We can have versions of the story with different covers.

- Once students have prepared their writing and are ready to publish it, help them understand and appreciate their accomplishment. Discuss the publication of their work.

  Your e-book fantasy looks great. The text is very clear, and the covers look wonderful. Now we’re ready to publish it. I’ll post it on the school Web site, but we also need to publicize it. How shall we let our families know it’s there so that they can read it? Good idea. We’ll also write a short announcement. I’ll make copies, and you can all give the announcement to your families.

Reflecting on the Publishing Step

- Invite students to consider what they have learned in this last step of the writing process. Ask whether they would do anything differently the next time they publish.

  You should congratulate yourselves! You’ve taken an idea all the way through the writing process to produce a fantasy. What have you learned from publishing your fantasy? Is there anything you might consider doing differently the next time you publish a work? I have copies of the publicity release you can give to your families announcing the publication of your fantasy on our Web site.
Deconstruction Organizer

Prewriting a Fantasy

Purpose
Why did the writer write this story?

Audience
Who will read this story?

Working Title
What title tells the general topic?

Setting
Where and when does the story take place?

Characters
Who are they?

Fantasy Elements
What makes this a fantasy?

Plot
What is the situation? What complicates the situation? How is it resolved?
## Prewriting a Fantasy

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why am I writing this story?</td>
<td>Who will read my story?</td>
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</table>

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<tr>
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<th>Setting</th>
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<th>Fantasy Elements</th>
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<tbody>
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<td>Who are they?</td>
<td>What makes this a fantasy?</td>
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<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
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## Prewriting Organizer

**Prewriting a Fantasy**

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<tr>
<td>What title tells the general topic?</td>
<td>What will the setting be like—realistic or fantastic?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Fantasy Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are they? Will they be realistic or fantastic?</td>
<td>What makes this a fantasy?</td>
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</table>
Drafting Organizer

Drafting a Fantasy

Opening—Setting the Scene

Event 1
Conflict or complications are introduced.

Event 2

Event 3

Conclusion
Conflict or complications are resolved.