

In a story, include a setting, characters, a problem, and a solution.

What problem should my characters face?



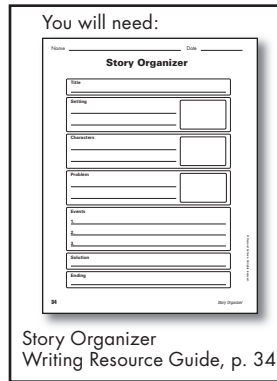
The Day of the Play

The students in Mrs. Gamez's class were all ready to put on a play about the Declaration of Independence. They invited the whole school to watch. On the day of the show, Mrs. Gamez realized that Alex was absent. Alex was supposed to play Thomas Jefferson. What would the class do now?

1. Build Writing Skills

Teach Writing Form: Story

- A. **Restate Story** Explain that, like other writing forms, stories need to have certain elements. Story elements include a setting, characters, and a problem with steps that lead to a solution. Ask students to discuss the definitions of each story element.
Today we will focus on writing stories with characters, setting, problem, and solution.
- B. **Focus on the Visual** *Who are the characters in the story? (Mrs. Gamez, Alex) What problem do the characters face? (Alex is absent.) How do you think the problem will be solved?*



2. Write and Analyze

Writing Form: Story

- A. **Write Texts** Students should write or revise a story that contains a setting, characters, and a problem and a solution.

Below Level	On Level	Above Level
Review students' Story Organizers together. Ask students to describe their characters and setting. Help students determine a problem that the characters must solve. Ask questions to help students decide on a solution.	Review students' drafts for the setting, characters, problem, and solution. Ask students to describe the problem their characters face and a possible solution. Encourage students to assess whether each event in the story is relevant and to make changes as necessary.	Have students read their stories to make sure they are well organized and flow smoothly. Emphasize the importance of an exciting beginning and a clear ending. Encourage students to add elements of suspense or humor to their stories.

- B. **Support Writing** When students are finished, ask:
- *What is the setting of your story? Why is the setting important?*
 - *Tell me about the main character in your story. What is he/she like? What problem does he/she face?*

3. Support Writing Independence

- A. **Write on My Own** In a conference, ask:
- *How did your characters solve their problem?*
 - *Do you have any supporting characters in your story? How do they add to the problem and/or solution?*
- B. **Monitor Learning** Use the rubric below to assess students' writing for characteristics of a story.
- C. **Next Step** Continue providing small group support for story format for students who score 1 or 2.

Writing Form: Story

1. Little Evidence	Student's writing contains few, if any, key story elements. Story may lack logical organization and may focus on unimportant details. Aspects of the problem and solution are neglected, and the story may not come to a conclusion.
2. Some Evidence	Student's writing contains most of the story elements and is mostly organized. Some aspects of the problem and solution are addressed logically, with few random details, and lead to a conclusion. Writing is mostly focused and coherent.
3. Clear Evidence	Student's writing clearly describes a setting, interesting characters, a problem, and a solution. It is written in a logical order and is well organized. The problem and solution are addressed, resulting in a strong conclusion. Writing is focused, coherent, and moves smoothly from event to event.