**LESSON FOR FOUR-PARAGRAPH STORIES**

What your goals are:

* To ensure students master writing basic, four-paragraph stories[[1]](#footnote-1)
* To build the students’ confidence related to writing several paragraphs in a short time

What you need:

* Chalkboard or other writing surface and appropriate writing implement
* *Story Grammar Diagram* (display copy)[[2]](#footnote-2)
* Blank *Story Analysis Sheet* (display copy)
* *Example Story Analysis Sheets* (from previously read stories)
* Blank *Story-Planning Diagrams* for four-paragraph stories (one per student per story)
* *Four-Paragraph Story Cue Cards #1-13* (display copies)
* Blank *Checklists* for four-paragraph stories (one per student per story)
* Several story prompts (and accompanying pictures) to use as stimuli for writing stories
* *Four-Paragraph Story Score Sheets* for four-paragraph stories (one per student per story)
* An example story that corresponds to the type of story you are teaching and its corresponding diagram
* Student folders
* Paper (or computers)
* Pencils

How to prepare:

1. Check your supply of materials. Make copies of instructional materials as needed, and put them in file folders for storage. Make display copies (e.g., posters, overhead transparencies, PowerPoint slides) of the Cue Cards, the *Story Grammar Diagram*, the *Story Parts Note Sheet*, the *Story Analysis Sheet,* and anything else you wish to display to the students. Make copies of the *Story Score Sheets*, *Checklists*, and *Story Parts Note Sheets* so that you have plenty on hand. Gather display copies of *Story Analysis Sheets* that you and the students have completed in past lessons.
2. Teach the Story Grammar Lesson. If you have not done so already, teach the Story Grammar Lesson (pp. 23-34) in the *Narrative Writing* instructor’s manual. Then read a short story with the students and plot out the story grammar of the story on a *Story Analysis Sheet* with their participation. Continue reading and analyzing stories until the students understand the process. Ensure that the students understand the terms “setting,” “characters,” “problem” or “conflict,” “rising action,” “event,” “climax,” “falling action,” and “ending.”
3. Decide between teaching Nonfiction Stories or Fiction Stories. Read Lesson 3 (Nonfiction Stories) and Lesson 4 (Fiction Stories) in the *Narrative Writing* Instructor’s manual. Decide whether you are going to be teaching students to write fiction or nonfiction stories and what subtype of story. Depending on which one you choose, vary the instruction below accordingly, and choose example stories that correspond. For example, if you are teaching students to write personal (nonfiction) stories, instruct them to use first-person point of view. Choose an example story that illustrates a three-paragraph personal story (e.g., “Surprise Package”). If you are teaching students to write fiction, instruct them to use third-person point of view, and choose an example story that illustrates a three-paragraph fiction story (e.g., “Breaking the Rules,” or “A Good Practice Ruined--Almost!”)
4. Introduce time transitions. If the students are not familiar with time transitions, introduce them to the students. Use the table of time transitions on page 152 (*Cue Card #9*) in the *Proficiency in the Theme Writing Strategy: Narrative Writing* instructor’s manual as needed.
5. Plan assignments. For the near future, plan out the writing assignments that you will give the students. For example, you might plan to ask the students to write a story about a particular picture or about a written story prompt. You may choose to select pictures and story prompts from adopted textbooks to stimulate students ideas associated with the prompts. For each assignment, schedule how you will pace their writing, editing, and conferencing activities across a few days. Be sure to plan multiple opportunities for practice, so students can reach mastery.
6. Plan cooperative or individual work. Consider which of the activities you will have students complete in pairs or individually. For example, you might have them plan a paragraph together but write the paragraph independently. If you choose to have the students work in pairs, decide what the pairs will be. Keep in mind, however, that to reach mastery, students will be required to complete the work at a proficient level independently.

How much time to allow:

Read through the lesson, and decide whether and where you will break it into parts. You might decide to devote at least six class sessions to this lesson, where each session is either devoted to one paragraph of the story or practice editing and revising stories. For example, you might schedule six sessions that are 30 to 45 minutes in length (to correspond to each of the six parts of this lesson). In each of the first four sessions, conduct a review, introduce a new paragraph type, and have the students practice planning and writing that paragraph. Thereafter, designate some sessions for editing and conferencing about the story. Also plan enough sessions for follow-up writing assignments to provide sufficient opportunities for students to reach proficiency with regard to writing short stories.

What to do:

PART 1: INTRODUCTION

1. Review.[[3]](#footnote-3) [Ensure the student folders have been distributed, and briefly review the information such as that listed below by asking the students questions.]
   * The definition of a Topic Sentence
   * The definition of a Lead-off Detail Sentence
   * The definition of a Follow-up Detail Sentence
   * The definition of a Clincher Sentence
   * The “PENS” Steps
   * The parts of a story  
       
     Have the students refer to their notes as needed.]
2. Give an advance organizer. “Today, you will begin learning how to write short stories that include four paragraphs. You’ve already learned how to write stories that are one paragraph long, and you’ve learned about the parts of stories and story grammar. We will put all this information together along with your knowledge of sentence and paragraph writing to write these longer stories. Hopefully, you’ll use your creativity as you write your stories.”
3. Introduce four-paragraph stories. “Just like one-paragraph stories, four-paragraph stories are narrative writing.”
4. Explain chronological order. “In all narrative writing, the details must be covered in chronological order.”  
     
   “What does chronological order mean?”  
     
   [Elicit a response like, “As arranged in time.”]  
     
   “Yes, events occur in time where one event comes before another event. The events do not make sense unless they are in a certain order according to the time that they occurred.”
5. Explain the inclusion of story parts. “In four-paragraph stories, you have four paragraphs in which you can include all the main parts of a story.”  
     
   [Display the *Story Grammar Diagram*.]
6. Review the story parts. “That is, in a four-paragraph story, you can introduce the setting and characters, include some rising action, a climax, and falling action, and end the story with a resolution. It all just happens very quickly, within four paragraphs.”
7. Review the role of the problem/conflict. “Besides these main parts, what does every story have? The characters are trying to do what in every story?”  
     
   [Elicit the response, “Solve a problem” or “Resolve a conflict.”]  
     
   “Yes! As we’ve discussed, each story has at least one problem or conflict that the characters are trying to resolve. In four-paragraph stories, the problem is solved quickly. In longer stories, the problem is solved over longer periods of time.”
8. Display and discuss example completed *Story Analysis Sheets*. [Display one or more of the *Story Analysis Sheets* that you have created when analyzing stories in the past. Ask the students to identify particular parts of the stories, like the problem, an event in the rising action, the climax, and an event in the falling action.]
9. Introduce the *Story-Planning Diagram*. “Good! I’m glad you remember the stories that we’ve read and the parts of the stories. As you might imagine, you will need to include the same parts in any stories that you write. To help you plan your stories and help you include all the parts, you will use a *Story-Planning Diagram.”*[Display a blank *Story-Planning Diagram* for four-paragraph stories.]  
     
   “You might recognize some of the parts of this diagram. What are some parts of this diagram that you recognize?”  
     
   [Elicit responses about the topic box, sequence box, point of view box, tense box, details, transitions, and order circles and responses about the story parts, like introduction, problem, rising action, climax, falling action, and resolution.]  
     
   “Yes, you have seen many of the parts of this diagram before, and we have used these terms when we have discussed stories. What’s new about this diagram is that it has a place to plan four paragraphs (not just one paragraph): the Introductory Paragraph, the Rising-Action Paragraph, the Climax and Falling-action Paragraph, and the Concluding Paragraph.”   
     
   “How do we know the order or sequence of the four paragraphs?”  
     
   [Elicit a response like, “The big numbers show the order.”]  
     
   “That’s logical! Of course, we also know that the introduction to the story is first, the rising action is second, the climax and falling action are third, and the conclusion or resolution of the story is last.”  
     
   “Something else that is different about this diagram is that each paragraph has its own sequence box.” [Point to the little box under each main idea box.] “However, the whole story has a point-of-view box and a tense box.”  
     
   “Why do you think that is true?”  
     
   [Elicit a response like, “Each paragraph can have a different sequence and different transitions. The whole story has one point of view and one tense.”]  
     
   “Good thinking! Of course, you can use the Time Sequence throughout the story if you wish. However, if you do this, I suggest you use different time transitions in the different paragraphs to give your story some variety.”  
     
   “What else is different about this diagram?”  
     
   [Elicit responses related to boxes for the characters, setting, conflict, climax, theme, and resolution.]  
     
   “Yes, you will write notes in these boxes about each topic to help you plan your story. You will write notes about the characters and setting to help you plan the Introductory Paragraph. You will write a note about the conflict or problem in the conflict box as you plan the Rising-Action Paragraph. You will write a brief note in the Climax Box as you plan the Climax Paragraph and Falling-Action Paragraph. You will write notes in the theme and resolution boxes as you plan the Concluding Paragraph. I’ll show you examples of these notes in a few minutes.”
10. Explain the title of a four-paragraph story. “Let’s talk now about the title and paragraphs in a story, so you can understand what you will put in your diagram as you plan a story.”  
      
    [Display *Cue Card #1*.]  
      
     “A four-paragraph story has five parts. First, it has a title.”  
      
    “What do you think the purpose of a story’s title should be?”  
      
    [Elicit a response like, “To grab the reader’s attention.”]  
      
    “Good thinking! The title of a story should grab the reader’s attention and make the reader want to read the story. Each word in the title should start with a capital letter, and the title should be set apart from the story in some way.”  
      
    “What are some ways you can set apart the title?”  
      
    [Elicit responses like, “By underlining it,” “By centering it,” ‘By putting it in bold-faced font (when using a computer),” and “By putting it at the top of the page.”]
11. Explain the Introductory Paragraph.
12. Explain the Introduction and Introductory Paragraph. [Display *Cue Card #1*.]

“The Introduction to the story will appear directly under the title. It will be comprised of the first paragraph, or Introductory Paragraph. It will be indented on the first line. Its purpose will be to introduce the story. More specifically, the first paragraph will introduce the setting and characters of the story.”  
  
“What is the setting of a story?”  
  
[Elicit a response like, “Where the story takes place.”]  
  
“Yes, and who are the characters of the story?”  
  
[Elicit a response like, “The people or animals about whom the story is written.]  
  
“Thus, this first paragraph is about the place and the people in your story.”  
  
“What kind of a paragraph might you write for this paragraph?”  
  
[Elicit the response, “A Descriptive Paragraph.”]  
  
“Correct! You will be very descriptive in this paragraph. You will be describing the place and the people using vivid descriptions including adjectives and adverbs that enable or help readers to ‘see’ the place and the people in their minds.”

1. Explain the types of sentences in the Introductory Paragraph. [Display *Cue Card #2*.]
2. Explain the Topic Sentence. “What type of sentence do you think you should use as the first sentence of a story?”  
     
   [Elicit the response, “A Topic Sentence.”]  
     
   “Yes, that’s correct. You’ll use a Topic Sentence to start the story. This Topic Sentence will introduce the topic or general idea of the story. It will grab the reader’s attention. A General Topic Sentence will work best here, but you can use the other types if you wish.”
3. Explain the Detail Sentences. “The Detail Sentences in the Introductory Paragraph will be written about the setting, the characters, and the beginning events in the story.”  
     
   “What kinds of Detail Sentences will you use?”  
     
   [Elicit the responses, “Lead-off Sentences” and “Follow-up Sentences.”]  
     
   “Yes. You’ll use Lead-off and Follow-up Sentences to talk about the setting, characters, and beginning events. Depending on your choice, you’ll probably start writing about the setting and then introduce the characters. However, you could start with the characters and add in the setting, or you could mix them together. You’ll follow those first descriptive sentences with sentences about the events. Thus, at least two Detail Sentences will be about the setting, at least two will be about the characters, and at least two will be about the beginning events of the story. Keep in mind, though, that you can mix the characters, setting, and events together in these sentences.”
4. Discuss an example Introductory Paragraph. “Let’s look at an example Introductory Paragraph and the planning diagram associated with that paragraph.”  
     
   [Display or distribute *Cue Card #3a* or *3b* (*Cue Card #3a* is from a nonfiction story, and *Cue Card #3b* is from a fiction story), depending on the type of story you are teaching. Call on different students to identify the title, the Topic Sentence, the topic, Lead-off Detail Sentences, transitions, Follow-up Detail Sentences, sentences about the characters, sentences about the setting, and sentences about the beginning event. Discuss how the writer grabs the reader’s attention. Discuss that the setting and characters are mixed together in some of the sentences. Then display the section where the Introductory Paragraph was planned in the corresponding diagram including the Character Box and the Setting Box. Discuss how the planning corresponds to the sentences in the paragraph.]
5. Conduct prompted planning and writing practice for the Introductory Paragraph.[[4]](#footnote-4) [Distribute *Story Planning Diagrams*, *Checklists for Introductory Paragraphs*, and pencils. Present the students with a story prompt. Give the students an assignment to plan and write an Introductory Paragraph for a story about the prompt. Instruct them to fill in the Character Box and the Setting Box first. Then instruct them to fill in the section for the Introductory Paragraph. Circulate among the students and help them as needed. Require them to get your approval of their plan before they can begin writing. Then circulate as they write their paragraphs, and provide help and feedback as needed.k]
6. Collect and score the planning diagrams and Introductory Paragraphs, and provide feedback.\* [Use appropriate sections of the *Four-Paragraph* *Story Score Sheet* to score each Introductory Paragraph and the diagram. Provide feedback to the students as needed.]

PART 2: EXPLAIN THE RISING-ACTION PARAGRAPH

1. Give an advance organizer and review.
2. Introduce the Body and the Rising-Action Paragraph. [Display *Cue Card #1*.]

“The Body of the story will follow the Introduction. The first paragraph of the Body, which we will call the Rising-Action Paragraph, will also be indented on the very next line after the last line of the Introductory Paragraph. Its purpose is to introduce and expand on the problem or conflict to be solved within the rising action of the story.”  
  
“What are some examples of problems to be solved or conflicts faced by characters?”  
  
[Elicit responses related to problems the students have experienced personally, read about, or seen in a movie or TV program.]  
  
“Okay! These are all problems that we’ve seen characters face. How can a writer build the rising action related to a problem?”  
  
[Elicit a response like, “By writing about events that are happening to the characters or about the actions of the characters.”]  
  
“Yes, to introduce the problem and build the rising action, the writer has to write about events and actions of the characters related to the problem in a chronological or time order that builds suspense.”  
  
“What is suspense?”  
  
[Elicit a response like, “It’s a feeling that you want to know what’s going to happen next.”]  
  
“True. The best stories make us want to read further so that we can learn what’s going to happen next. They are very suspenseful. You will use this second paragraph to build suspense across a series of events.”

1. Explain the types of sentences in the Rising-Action Paragraph.
2. Explain the Topic/Transition Sentence. [Display *Cue Card #4.*]  
     
   “To begin the Rising-Action Paragraph, you will use a special type of Topic Sentence, called a ‘Topic/Transition Sentence’.”  
     
   [Display *Cue Card #5*.]  
     
   “This sentence can be any type of Topic Sentence, but it begins with a transition because you are transitioning from the first paragraph to the second paragraph. You are connecting the two paragraphs in some way. Also, this sentence either refers to the topic of the story in some way or it introduces the first event of this paragraph in some way. It mentions a character by name. Sometimes, it clues the reader about the details (a Clueing Topic Sentence) or names the details (a Specific Topic Sentence). You might be able to introduce the problem in this sentence, but you can present it in the Detail Sentences if needed.”  
     
   [Discuss the example Topic/Transition Sentences at the bottom of *Cue Card #5*. Call on different students to identify the transition, the topic, the character’s name, and the type of Topic Sentence for each sentence.]
3. Explain the Detail Sentences. [Display *Cue Card #4*.]

“The Detail Sentences will follow the Topic/Transition Sentence. Each Lead-off Sentence will introduce a new event in the rising action and will include a transition, usually a Time Transition. Each Follow-up Sentence will provide more details about an event in the rising action. At least some of the sentences will focus on the problem the characters are facing. Depending on how much time you have to write, you might write all Lead-off Sentences and no Follow-up Sentences, or you might write several Follow-up Sentences after each Lead-off Sentence. I will require you to write one Lead-off and at least one Follow-up Sentence for each event in the rising action as you practice.”  
  
“The important thing to remember is that you must include the problem or conflict in these Detail Sentences and build suspense in some way.”

1. Discuss an example Rising-Action Paragraph. “Let’s look at an example Rising-Action Paragraph.”  
     
   [Display or distribute *Cue Card #6a* or *6b* (*Cue Card #6a* displays a paragraph from a nonfiction story, and *#6b* displays a paragraph from a fiction story), depending on the type of story you are teaching. Call on different students to identify the Topic/Transition Sentence, the transition, Lead-off Detail Sentences, transitions, Follow-up Detail Sentences, and each event in the rising action. Discuss how the writer introduces the problem and builds suspense. Then display the section where the Rising-Action Paragraph was planned on the corresponding *Story-Planning Diagram*. Discuss how the information in the diagram corresponds to the sentences in the Rising- Action Paragraph, especially emphasizing the Problem Box. ]
2. Conduct prompted planning and writing practice for the Rising-Action Paragraph.[[5]](#footnote-5) [Distribute *Checklists for Rising-Action Paragraphs* and pencils. Ensure that the students have their *Story Planning Diagrams* and the written prompt for the previously assigned story. Review the prompt associated with the assignment. Give the students an assignment to plan and write a Rising-Action Paragraph about the prompt that follows the Introductory Paragraph that they have already written. Ask them to fill in Problem Box as well as the section for the Rising-Action Paragraph on their *Story-Planning Diagrams*. Require them to get your approval of their plan before they begin writing. Circulate as they write, and provide help and feedback as needed.]
3. Collect and score the planning diagrams and Rising-Action Paragraphs, and provide feedback. [Use the appropriate section of the *Four-Paragraph Story Score Sheet* to score each Rising-Action Paragraph and the pertinent section of the planning sheet. Provide feedback to the students as needed.]

PART 3: EXPLAIN THE CLIMAX AND FALLING-ACTION PARAGRAPH

1. Give an advance organizer and review.
2. Explain the format and purpose of the Climax and Falling-action Paragraph. [Display *Cue Card #1*.]

“The third paragraph of a four-paragraph story includes the climax and the falling action for the story.”   
  
“What’s the climax of the story?”  
  
[Elicit a response like, “It’s the turning point,” “It’s the place where something major changes,” “It’s the point where the main character makes a decision and has to act to solve the problem.”]  
  
“Exactly. Thus, this paragraph tells what the climax is and what happens right after the climax in the story. When you write this paragraph, you will need to be sure to write about events that happen during and immediately following the climax.”

1. Explain the types of sentences in the Climax and Falling-Action Paragraph. [Display *Cue Card #7*.]
2. Explain the Climax Transition Sentence. “To begin this paragraph, you will use a Climax Transition Sentence.”  
     
   [Display *Cue Card #8*.]  
     
   “This sentence can be any type of Topic Sentence, including General, Clueing, or Specific, but it begins with a transition because you are transitioning from the second paragraph to the third paragraph. It also includes the name of a character. What’s special about this sentence is that it introduces the climax for the story.”  
     
   [Discuss the examples on *Cue Card #9*. Call on different students to identify the transition, the name of a character, the climax, and the type of Topic Sentence for each sentence.]
3. Explain the Detail Sentences. [Display *Cue Card #7*.]

“The Detail Sentences will follow the Climax Transition Sentence. You can have one or more Follow-up Sentences right after the Climax Transition Sentence that give more details about the climax. After that, each Lead-off Sentence will introduce a new event in the falling action and will include a transition, usually a Time Transition or a Linking Transition. Each event will focus on a problem-solving action by the character. Each Follow-up Sentence will provide more details about those problem-solving activities. Again, you can have one or more Follow-up Sentences for each Lead-off Sentence.”

1. Discuss an example Climax and Falling-action Paragraph. “Let’s look at an example Climax and Falling-action Paragraph.”  
     
   [Display or distribute *Cue Card #9a* or *9b*, depending on the type of story you are teaching. Call on different students to identify the Climax Transition Sentence, the transition, Lead-off Detail Sentences, transitions, Follow-up Detail Sentences, and each event in the falling action. Discuss how the writer presents the climax and then follows it with some problem-solving actions. Then display the sections where the Climax and Falling-Action Paragraph was planned on the corresponding diagram, with special emphasis on the note in the Climax Box. Discuss how the information on the diagram corresponds to the sentences in the Falling-Action Paragraph. ]
2. Conduct prompted planning and writing practice for the Climax and Falling-Action Paragraph. [Distribute *Checklists for Climax and Falling-Action Paragraphs* and pencils. Ensure that the students have their *Story-Planning Diagrams* for the previously assigned story. Review the story prompt associated with the assignment. Give the students an assignment to plan and write a Climax and Falling-Action Paragraph about the prompt that follows the paragraphs they have already written. Ask them to fill out the Climax, Message, and Ending Boxes as well as the section for the Climax and Falling Action Paragraph. Require them to obtain your approval for their plans before they begin writing the story. Circulate and provide feedback as needed.][[6]](#footnote-6)
3. Collect and score the planning diagrams and Climax and Falling-Action Paragraphs, and provide feedback. [Use the appropriate section of the *Four-Paragraph Story Score Sheet* to score each Climax and Falling-Action Paragraph and the pertinent section of the planning diagram. Provide feedback to the students as needed.]

PART 4: EXPLAIN THE CONCLUDING PARAGRAPH

1. Give an advance organizer and review.
2. Explain the format and purpose of the Conclusion and the Concluding Paragraph. [Display *Cue Card #1*.]

“The final part of a story is the Conclusion. It is comprised of the Concluding Paragraph. It closes or concludes the story. It includes the ending for the story and communicates the message or theme of the story in some way.”   
  
“What’s the theme of the story?”  
  
[Elicit a response like, “The author’s message.”]  
  
“Exactly. Thus, this last paragraph tells what happens after the falling action in the story. It also provides a graceful ending for the story. When you write this paragraph, be sure to end it in a strong way, and hopefully in a creative way.”  
  
“What are some ways you might end a story creatively?”  
  
[Elicit some ideas such as ending the story in a way that a reader might not expect, or giving the reader a moral or something to think about. Ask the students to talk about endings of stories (or movies or TV programs) that were creative or surprising.]

1. Explain the types of sentences in the Concluding Paragraph. [Display *Cue Card #10*.]
2. Explain the Concluding Transition Sentence. “To begin this paragraph, you will again use a Topic/Transition Sentence, but we will call it a Concluding Transition Sentence because it tells the reader that the story is ending.”

[Display *Cue Card #11*.]

“This sentence can be any type of Topic Sentence, including General, Clueing, or Specific, but it begins with a Concluding Transition because you telling the reader that you are ending the story. This sentence also includes the name of a character.”  
  
[Discuss the example Concluding Transition Sentences at the bottom of *Cue Card #11*. Call on different students to identify the transition, the name of the character, the word or words that indicate the story is ending, and the type of Topic Sentence.]

1. Explain the Detail Sentences. [Display *Cue Card #10*.]  
     
   “The Detail Sentences will follow the Concluding Transition Sentence. Each Lead-off Sentence will introduce a new event at the end of the story and will include a transition, usually a Time Transition or a Linking Transition. Each Follow-up Sentence will provide more details about an ending event. The Detail Sentences might also include information about the message or moral of the story.”
2. Explain the Clincher Sentence. “You will use a Clincher Sentence to end the story. It will be the last sentence in the story. It may or may not include a Concluding Transition, and it may include some mention of the moral or meaning of the story. It will hopefully make the reader want to think more about the story. It can be any type of Clincher Sentence, but it should be different from the Topic Sentence at the beginning of the story and any of the Topic Transition Sentences at the beginning of the paragraphs.”
3. Discuss an example Concluding Paragraph. “Let’s look at an example Concluding Paragraph.”  
     
   [Display or distribute *Cue Card #12a* or *12b*, depending on the type of story you are teaching. Call on different students to identify the Concluding Transition Sentence, the Concluding Transition, Lead-off Detail Sentences, transitions, Follow-up Detail Sentences, Clincher Sentence, and each ending event. Discuss how the writer solves the problem, ends the story, communicates the message/theme, and makes the reader think more about the story. Then display the section where the Concluding Paragraph was planned on in the corresponding planning diagram. Discuss how the information on the diagram, including the information in the Message Box and the Ending Box, corresponds to the sentences in the Concluding Paragraph. ]
4. Conduct prompted planning and writing practice for the Concluding Paragraph.[[7]](#footnote-7) [Distribute *Checklists for Concluding Paragraphs* and pencils. Ensure that the students have their *Story-Planning Diagrams* for the previously assigned story. Review story prompt associated with the assignment. Give the students an assignment to plan and write a Concluding Paragraph in response to the prompt that follows the paragraphs they have already written. Ask them to fill out the Message and Ending Boxes as well as the section for the Concluding Paragraph. Require them to obtain your approval for their plans before they begin writing the story. Circulate as they write, and provide feedback as needed.]
5. Collect and score the planning sheets and prompted Concluding Paragraphs, and provide feedback.[[8]](#footnote-8) [Use the appropriate section of the *Four-Paragraph* *Story Score Sheet* to score each Concluding Paragraph and the pertinent section of the diagram. Provide feedback to the students as needed.]

PART 5: CONDUCT PROMPTED PRACTICE WITH WHOLE STORIES

1. Give an advance organizer and review.
2. Explain what to include throughout a story. “Besides including the title and the four paragraphs in your story, be sure to use your creativity and inventiveness to give the story a twist or your own flavor. Give your characters and places names and add other details to make the story interesting.

Explain adding dialogue. “One way to make your story interesting and more ‘real’ is to use dialogue or statements between your characters if you have more than one character in the story.”  
  
[Display *Cue Card # 13*. Review with the students how to use quotation marks and commas in dialogue. Have them identify the dialogue in the example story.]  
  
Explain adding emotion. “Another thing you can do to make your story interesting is to reveal the emotions that your characters are feeling.”  
  
“What are some emotions your characters could experience?”  
  
[Elicit emotions like, “Anger,” “Sadness,” “Fear,” “Happy.” Make a list of “emotion words” (e.g., “angry,” “joyful,” “amused,” “frightened”) on poster paper to be posted in the classroom.]  
  
“How might you reveal their emotions?”  
  
[Elicit ideas related to statements, dialogue, facial expressions, and body language.]  
  
“Let’s look at the example story again and see where there are descriptions of emotions.”  
  
[Call on different students to identify places in the story where emotions are expressed. Ask how the expression of emotion might be added to the story and where. Also, discuss any other elements that you wish students to include in their stories.]

1. Conduct prompted story-writing practice for whole stories. [Distribute *Story-Planning Diagrams*, all the *Checklists for Four-Paragraph Stories*, and pencils. Present the students with a story prompt. Give the students an assignment to write a story in response to the prompt. Emphasize the idea that they need to include everything on the *Checklists*. Explain when the parts of the assignment are due (the *Story-Planning Diagram*, each paragraph, and each *Checklist*.). Give the students a time limit if they are learning to write a story quickly. Provide oral prompts to plan and write certain sections of the story throughout the time limit. Require the students to get your approval before they begin writing. Circulate, and provide help and feedback as they work.]
2. Score the prompted stories and provide feedback. [Use the *Four-Paragraph Story Score Sheet* to score each story and diagram. Provide feedback to the students as needed. Continue assigning prompted writing assignments until a student has met the mastery criteria. Then proceed to independent practice below.]

PART 6: CONDUCT INDEPENDENT PRACTICE

1. Give an advance organizer and review.
2. Conduct independent story-writing practice for whole stories. [Distribute *Story-Planning Diagrams*, *Checklists*, paper, and pencils. Present the students with a story prompt. Give the students an assignment to write a story in response to the prompt independently without oral prompts. Explain when the parts of the assignment are due (the diagram and each paragraph)].
3. Score the independently created stories, and provide feedback. [Use the *Four-Paragraph* *Story Score Sheet* to score each story. Provide feedback to the students as needed. Have them revise their stories to match items on the diagram such as point of view and tense. As time allows, ask students to revise their stories to add more creativity, description, and emotion. Continue assigning prompted writing assignments until a student has met the mastery criteria. Then progress to teaching another type of story. ]

What to require for mastery:

Students must earn at least 90% of the points possible in the diagram section of the *Score Sheet* and at least 80% of the points possible in the story section of the *Score Sheet* on an independently written story in order to reach mastery.

1. Please note that this lesson is an abbreviation of Lessons 3 and 4 in the instructor’s manual for the *Proficiency in the Theme Writing Strategy Narrative Writing* program. For more information about what you might say when you describe different parts of a story and fiction versus nonfiction, please see those lessons and adapt the information to the three-paragraph format. [↑](#footnote-ref-1)
2. Most of the materials in this list can be found in the same folder where you found this lesson. Others are in the instructor’s manual or at [www.edgeenterprisesinc.com/files/Narrative\_Writing\_files/zip](http://www.edgeenterprisesinc.com/files/Narrative_Writing_files/zip) [↑](#footnote-ref-2)
3. On subsequent days, conduct a similar rapid-fire review until the students have mastered this information and other information delivered in this lesson. [↑](#footnote-ref-3)
4. Please note: You may decide not to break the lesson into parts and have the students practice at this point. If that is the case, skip substeps #4 and 5 at this point. Instead, you may decide to present all the information about all the paragraphs and then have the students practice planning and writing all of the paragraphs. [↑](#footnote-ref-4)
5. Please note: You may decide not to break the lesson into parts and have the students practice at this point. If that is the case, skip steps #4 and 5 at this point. Instead, you may decide to present all the information about all the paragraphs and have the students practice at the end of the lesson or in the next scheduled class period. [↑](#footnote-ref-5)
6. Please note: You may decide not to break the lesson into parts and have the students practice at this point. If that is the case, skip steps #4 and 5 at this point. Instead, you may decide to present all the information about all the paragraphs and have the students practice at the end of the lesson or in the next scheduled class period. [↑](#footnote-ref-6)
7. [↑](#footnote-ref-7)
8. Please note: You may decide not to break the lesson into parts and have the students practice at this point. If that is the case, skip steps #4 and 5 at this point. Instead, you may decide to present all the information about all the paragraphs and have the students practice at the end of the lesson or in the next scheduled class period. [↑](#footnote-ref-8)