



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 3: Lesson 15

## Publishing Historical Fiction Narratives



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write narrative text about real or imagined experiences or events. (W.4.3)  
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)  
I can express ideas using carefully chosen words. (L.4.3)  
With support, I can use technology to publish a piece of writing. (W.4.6)

**Supporting Learning Targets**

- I can check my peers' work for correct capitalization.
- I can check my peers' work for correct spelling.
- I can check my peers' work for correct punctuation at the ends of their sentences.
- I can check my peers' work for correct conventions when writing dialogue.
- I can publish my historical fiction narrative.

**Ongoing Assessment**

- Historical Fiction narrative (final copy)



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Modeling: Using Technology to Publish (10 minutes)</li> <li>B. Independent Work and Conferring (40 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> </ol> </li> <li>4. Homework</li> </ol>	<ul style="list-style-type: none"> <li>• This lesson is largely dependent on students having access to a computer, an online dictionary, and a printer. If students have already had time to word process their second draft on a computer, the timing of this lesson will work well. If students have not yet started word processing, consider giving students additional time to type their final copies.</li> <li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li> <li>• If technology is not available in sufficient numbers for your class, consider modifying this lesson to use standard print dictionaries and focus on students using neat handwriting to create a published copy of their narratives.</li> <li>• Prepare the Steps for Publishing My Narrative chart (see supporting materials in this lesson).</li> </ul>

Lesson Vocabulary	Materials
publish	<ul style="list-style-type: none"> <li>• The technology to show students a computer screen, allow them to access the internet, word process, and print</li> <li>• LCD projector</li> <li>• Computers for students</li> <li>• Printer and printer paper</li> <li>• Historical Fiction Narrative rubric (completed in Lesson 14 and typed; one per student)</li> <li>• Steps for Publishing My Narrative anchor chart (new; teacher-created; see Supporting Materials)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce learning targets to students. Circle the word publish and ask students to turn to a partner and share what they think this word means. Call a few students to share their partner's thinking. Ask students:<ul style="list-style-type: none"><li>* "What reference resources can you use to check your thinking?"</li></ul></li><li>• Some answers might be: dictionary, Google, peers, or the teacher. Tell them that today they will be using a computer as both a reference source and to publish their narratives.</li></ul>	<ul style="list-style-type: none"><li>• Allow students to discover the topic of this lesson through trying to read your convention-less paragraph. This will help to engage students' interest in editing for conventions.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Modeling: Using Technology to Publish (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to sit where they can see the projection of your computer. Let students know that today is the day they prepare their work to make it public—in other words “publish” it.</li><li>• Project a Web site such as <a href="http://www.dictionary.com">www.dictionary.com</a> or <a href="http://www.wordcentral.com">www.wordcentral.com</a>. Tell students that you are going to use this online resource to check their thinking about the word <i>publish</i>. Type in the word “publish” into one of the online dictionaries and read the definitions. Have students turn to a partner and explain what it means to <i>publish</i> their writing. Have a few pairs share their thinking.</li><li>• Set purpose: Remind students that they will be sharing their published narratives with an audience, their classmates. Tell them that in order to publish their historical fiction narratives, they need to be sure everything is complete and correct. Today they will have time to polish their writing. Remind them that they now have an edited draft complete with their revised beginning and ending. It is on this draft that they will work to correct their conventions.</li><li>• Demonstrate how to use the online dictionary for misspelling. Show students how to scroll down and check for possible correct spellings by checking the definitions.</li><li>• Distribute the typed version of the <b>Historical Fiction Narrative rubric</b>. Explain to students that you have taken the rubric anchor chart and typed it up for their reference as they prepare to publish.</li><li>• Post the <b>Steps for Publishing My Narrative</b> chart:<ul style="list-style-type: none"><li>* Read your draft and correct conventions based on editing notes.</li><li>* Check your narratives one last time using the Historical Fiction Narrative rubric.</li><li>* Rewrite your draft to include the corrections and revisions.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• If using a conventional printed dictionary, you may want to review searching for a word using alphabetical order.</li><li>• If possible, expand the audience to include others who are not a part of the class (e.g., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations for the Writer’s Gallery in Lesson 16’s teaching notes.</li><li>• Some students who have difficulty spelling may have a hard time finding the correct spellings for severely misspelled words. Keep these students in mind for conferencing during this time.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Work and Conferring (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students move to a computer to begin work following the Steps for Publishing My Narrative chart.</li><li>• Confer with students as needed and when they decide they are finished.</li></ul> <p><i>Note: Ask students to add a footer to their paper with their full name. This avoids confusion when students print their papers.</i></p>	<ul style="list-style-type: none"><li>• Depending on pace, students may need additional time for typing.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students whole group. Review the learning targets. Tell them that in the next lesson, they will get to celebrate their work and put it display for their classmates.</li><li>• Tell students that they have learned a lot over the last few weeks about writing historical fiction by writing a narrative about a character from their trade. After the celebration of their work, they will be assessed on the learning target listed at the top of their Historical Fiction Narrative rubric: “I can write a historical fiction narrative set in Colonial America.” To do this, they will do an on-demand assessment in which they write another piece of historical fiction using a different prompt about Colonial America.</li><li>• Encourage them that they are ready for this “on my own” assessment. They have just finished their historical fiction narratives and now should be experts on this genre of writing. They will be able to use their research, their vocabulary notebooks, and the Historical Fiction Narrative rubric to help them with their writing.</li></ul>	



Homework	Meeting Students' Needs
<p>If you did not finish in class, finish your narrative.</p> <p>Prepare for the end of unit assessment:</p> <ul style="list-style-type: none"><li>* Review your Colonial America research (your texts and your notes) from Units 1 and 2. Pay particular attention to your research notes on work and play as well as on apprenticeships.</li><li>* Review your vocabulary notebook.</li><li>* Review the Historical Fiction Narrative rubric.</li></ul> <p><i>Note: Check in with students to make sure that they have their research available and organized for the end of unit assessment (which will happen in Lesson 16).</i></p>	<ul style="list-style-type: none"><li>• To support visual learners, consider posting the graphic organizers that correspond to this research: Inferring T-chart (used in Unit 1, Lesson 8, when students researched work and play) and Summary graphic organizer (used in Unit 2, Lesson 13, when students read about apprentices).</li></ul>



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## Supporting Materials



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## Steps for Publishing My Narrative Chart

**(Teacher directions: Prepare a chart paper with the following directions for students.)**

### **Steps for Publishing My Narrative:**

1. Read your draft and correct conventions based on editing notes.
2. Check your narratives one last time using the Historical Fiction Narrative rubric.
3. Rewrite your draft to include the corrections and revisions.